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The Playground

DECEMBER, 1928

The Second National Playground Miniature Aircraft Tournament

The Fifteenth Recreation Congress

The Economic Value of Recreation

By William S. Butterworth

Recreation for the Captain of Industry

By A. Edward Newton

Play Through Color

By Helen M. Howell

Play Through Sound

By Glenn M. Tindall

The Identification of Trees in Winter

By William Gould Vinal

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The Playground

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TABLE OF CONTENTS

	PAGE
The World at Play	483
The Second National Playground Miniature Aircraft Tournament	493
The Fifteenth Recreation Congress	494
The Economic Values of Recreation, by William S. Butterworth	495
Credential in Playground Leadership	498
Recreation for the Captain of Industry, by A. Edward Newton	499
Play through Color, by Helen M. Howell	502
Women's Sport Club of Fargo, North Dakota, by Ella Gottschalk	504
Play through Sound, by Glenn M. Tindall	505
How New Orleans Acquired Some of Its Play Space	507
Paths to Cooperation in Recreation, by Walter S. Hansen	509
Art and Dramatic Day	510
What Amount and in What Proportion Should Public Funds Be Made Available and Used in Providing Facilities and the Promotion of Recreation Programs, by C. F. Weigand	511
Educating the Public, by Philip Le Boutillier	513
A New Bath House in Salem, Massachusetts	514
A Real County Play Day, by Willie Dean Andrews	515
Children's Drama in Park and Playground	517
American Indian Echoes, by Charles F. Wells	520
In Johnstown, Pa., by Ralph W. Wright	523
Junior Police in Oak Park, by Josephine Blackstock	525
A Leisure Time Program for Workers, by Minnette B. Brodke	527
Archytas, by Joseph Lee	527
Nature Guiding Department Conducted by William Gould Vinal	
The Identification of Trees in Winter by Feeling and Smelling	528
From Sacramento's Annual Report	532
The Question Box	534
Our Folks	536
Book Reviews	538

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<i>Hepp Mor Annika</i> (Swedish); <i>Chimes of Dunkirk</i> (Belgian); <i>The Farmer in the Dell</i> (American); <i>Did You Ever See a Lassie?</i> (American) ..	21618
<i>Ribbon Dance</i> (English); <i>Crested Hen</i> (Danish); <i>Green Sleeves</i> (English)	21619
<i>Hewett's Fancy</i> (English); <i>Turn Around Me</i> (Czecho-Slovakian); <i>Hansel and Gretel</i> (German)	21620
<i>Farandole</i> (French); <i>Nigarepolska</i> (Swedish); <i>Sailor's Hornpipe</i> (English); <i>How D'ye Do, My Partner</i> (Swedish)	21685

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The Playground

VOL. XXII, No. 9

DECEMBER, 1928

The World at Play

A New Community Building.—A contribution of inestimable value to the social life of Elkton, Kentucky, has been made by Mrs. Mary Louise Milliken-Childs in the gift of the Milliken Memorial Community House, costing \$75,000. Of colonial architecture, with imposing high white columns, the building contains a library, an assembly hall with stage, bathroom, kitchen and living room. All the clubs of Elkton will gather here and church and civic societies will have their meetings in the Community House. It will be the center of the community's social life.

Wind-Fall.—A citizen of Roselle, N. J., hearing a plea by George Johnson of the Bureau of Colored Work of the Playground and Recreation Association of America, for the continuance of the colored recreation work there, called one of the local volunteer workers to his home and presented her with a ten-room house to be arranged as she desires, and also gave her \$1,000 to meet the expense of running this community center for colored people.

It pays to let your wants be known.

Old Reservoir for Recreation.—After many years, Hartford, Connecticut, has secured, by gift from the Water Board, a great tract of fine land including an old reservoir and it will now come into recreational use for camping, swimming and possibly boating. This will be a great boon for the Scouts and Camp Fire groups, for picnics and week-end privileges.

International Playground.—A wilderness playground of lakes and streams; of great pine forests and abundant wild life, is planned jointly by Canada and America, for the recreation of a tired and busy world. The project, 15,000 square miles, includes Superior National Forest in Minnesota and Quetico Provincial Forests in Ontario. This is sponsored by the Isaac Walton

League. Such an outdoor world was the dream of the famous fisherman who said that angling was good for the soul and that he wished all people could enjoy the beauty and the peace of nature.

Canada Opens Park in the Prairie.—Three thousand people recently witnessed the interesting dedication of Prince Albert National Park, the new Canadian playground in the Province of Saskatchewan. This is the first national park to be opened in the prairie section of the Canadian West—and its 900,000 acres of woods, lake and beach will form an ideal playground and camping spot for Canadians and the many thousands of tourists who cross the country during the summer.

The group of lakes and streams in this park form an unbroken water highway across the whole Northland. By Montreal Lake a canoe may travel to Hudson Bay, and on the west, the water trail, with only one portage, leads to the Arctic Ocean.

A Camp for Girls.—The Los Angeles Playground and Recreation Department has established a camp for girls in Griffith Park, which is available for organized groups of girls with their own leaders, week ends and school vacation periods during the entire fall, winter and spring. Each of the attractive, rustic cabins accommodating six girls is equipped with cots, mattresses and blankets. Each girl is asked to bring her own sheets and towels. A swimming pool and courts for volley ball, croquet and various group games provide much enjoyment. The cost of the outing is \$1.00 for overnight and three meals.

Massachusetts to Have Wild Life Reservation.—The Federation of Bird Clubs of New England has taken title through purchase to 500 acres of land in Hancock, Berkshire County, Massachusetts, consisting of a beautiful scenic

gorge and permanent water-flow, pine, spruce and hemlock stands, extensive hardwood growth, dense jungles and clearings. This tract of land, according to the Boston *Evening Transcript*, is to be presented to the Commonwealth of Massachusetts, to be held in perpetuity as the "Edward Howe Forbush Wild Life Reservation," in honor of the recently retired State ornithologist.

New Hampshire Dedicates State Park.—September marked an important occasion for the state of New Hampshire in the dedication of Franconia Notch Forest Reservation as New Hampshire's memorial to the state's soldiers in all wars. Governor Huntley N. Spaulding unveiled the tablet placed on the face of a glacial boulder of the same quality of granite from which nature carved the great stone face of the "Old Man of the Mountain," which has been drawing thousands of tourists from all parts of the world for many years.

The New Hampshire legislature in Governor Winant's administration appropriated \$200,000 for the purchase of the property. A \$100,000 gift from the late James J. Storrow of Boston added materially to the fund. The remaining \$100,000 needed was raised by popular subscription from about 15,000 contributors in large and small amounts, the gifts coming from every state in the Union and from Americans or their descendants in foreign countries.

Play and Housing Developments.—A. J. Thomas, New York architect, who has worked on the housing project of the Metropolitan Life Insurance Company and those of other large corporations, in the "National Real Estate Journal" for October says: "There is no economic reason why children living in multi-family houses should not have adequate play areas." He has demonstrated that city apartments, more than half of whose plots are given over to courts and gardens can be built and rented at a profit for as low as \$10 per month per room.

"Possibly," says Mr. Thomas, "I stray away from my story in the minds of some but I am forced to bring this factor to your attention because we, in our great cities, are often very neglectful in providing play spaces for the children. With the great improvements which have come into our daily life, such as the automobile, aeroplane, we have not kept pace with them in other vital respects. There is no occasion for

children being forced to play in dirty streets and alleys. Without any question there should be woven into your housing projects the means for children's recreation and I have demonstrated that it is economically possible to provide them."

When a Speech Helped.—The time inevitably comes in the life of every one who attends conferences when, weary with listening to speeches, he asks, "What's the good of all this talking?"

Occasionally talking *does* help! A field secretary of the P. R. A. A. going into a Minnesota city found that a petition had been brought into the City Council protesting against a certain playground and asking the Council to close it. "Fortunately," writes the field secretary, "two of the Councilmen had just returned from the Conference of the League of Minnesota Municipalities, where they had heard Mr. Lies' address on playgrounds. They were so enthusiastic about it that the petition was turned down, the Councilmen making the statement that their city needs more playgrounds rather than fewer."

Teachers Need Recreation.—A committee composed of Dr. Thomas D. Wood, Chairman, J. W. Brister, and Miss Olive Jones, has made a study of teacher's health—what some communities are doing to conserve it. The importance of recreation in conserving the health of teachers is emphasized.

"Insufficient recreation, undue absorption in their occupation, and restricted outside interests are the shortcomings of many teachers.

"Play as a means of self-release and self-expression is probably more necessary to teachers than to any other group of people. In the classroom and in many of their outside activities they are under the restraint of feeling that their conduct is watched closely and that they must be models of decorum and personality patterns for the young."

A Social Worker Sees Life Whole.—Though Mary E. Richmond devoted her life to the charity organization and family welfare field, yet from the early days she emphasized the importance of recreation in building an adequate life. In her book, "Friendly Visiting," many pages are devoted to this subject. In October, 1927, less than a year before her death, in a public address she said:

"If I were going on a long journey and not likely to come back, I think my very last words to my colleagues in family social work, with whom I have had so many good times would be these: Study and develop your work at its point of intersection with the other services and social activities of your community. Learn to do your daily tasks not any less thoroughly, but to do them from the basis of the whole and with that background always in mind. After all, society is one fabric and when you know the resources of your community, both public and private, and the main trends of its life, rather than any particular small section of it, you are able to knit into the pattern of that fabric the threads of your own specialty. There are eddies and flurries, not to say crazes. Disregard them and let your minds carry through to the practical next steps by which genuine social advance is achieved."

Recreation has such an important relation to so many other fields of social work that it is particularly important that leaders in recreation should consider this message from Mary E. Richmond.

A Matter of Vital Importance.—Writing in the Greenup, Illinois, *Press*, Judge K. M. Landis urges playgrounds as of vital importance to cities. Judge Landis says:

"Lack of playground space in most large cities, which forces youngsters to play baseball on the streets, or else not play at all, is to be deplored. We need communities which will do their duty to the 10-12-14-year-old boy of this generation.

"And I do not want to feel that my generation is cheating them. Remember that the 10-12-15-year-old boy is pretty cute. He knows whether or not he is being given a square deal. And if he is being denied a place where he can give expression to his physical inclinations along athletic lines, his conclusion is that he is being cheated. I ask you, is that a good foundation to build the citizenship of the next generation?

"I do not ask you to tear down your downtown business blocks, to take the property and make playgrounds. But I ask you to resolve that now, from this time on, we will have places around the town for this purpose. You can get today for dollars what in ten years from now will cost thousands. And if it isn't done today you will have to face the problem ten years from now. It has to be done."

Education for Leisure Grows More Impor-

tant.—Owen J. Roberts was reported by the *Philadelphia Ledger* to have stressed the importance of education for leisure in an address before the Pennsylvania Bankers' Association.

"Most of us in our leisure time are riding about in automobiles without any definite objective and without any definite thought except that we are riding about and this in spite of the fact that there have never been greater opportunities for culture than are afforded today through the newspapers, magazines and books.

"It is a grave question whether the people at large are not choosing to be entertained rather than to take advantage of the enormous opportunities for knowledge and culture which are open.

"One of the most advantageous things that could happen to our country would be that our people should learn to make better and more valuable use of their leisure time. More and more this is likely to be the tendency for the next generation."

Ambitions.—One of the leading papers of Knoxville, Tenn., publishes, once a week, a section called "The Ballyhoo." This is written and edited by the children of the Recreation Department. A recent edition tells of the fine work being done with classes in swimming. "I am a minnow now. Some day I am going to be a whale and maybe some time a royal shark." This statement came from a girl of about 11 and it simply meant that she was one of the 11,500 children of Knoxville who are trying to master the



BUILDING A SNOW MAN

The children used cotton to build a snow man for the annual pageant, Oakland, Cal.

various feats of swimming and attain the honored though somewhat fishy classification of Minnow, Whale and Royal Shark.

Praise from the Press.—The following is a recent editorial from the *News*, Lakewood, Ohio:

One afternoon this week we took a tour of the Lakewood playgrounds—there are six of them altogether.

We found a host of tanned and energetic Lakewood youngsters sporting about in grand fashion—they were splashing in pools, playing baseball, listening to stories, having "pet" shows, running races, and planning "stunt" nights for their parents.

Every one of the playgrounds was supervised by a young lady and a young man around whom the children flocked like flies to a molasses barrel.

We are glad to see the children happy—and glad to see them so thoroughly cared for. There is no need for "mother" or "dad" to worry about what to do with young "Willie" during the long summer months when school is out. Send him to a playground and he will be happy as a dog with a soup bone.

The playgrounds are busy, well-organized, and happy. They are the kind of activities that don't need publicity. They thrive because of their very nature.

New York to Have New Playgrounds.—On the recommendation of Mayor Walker and Budget Director Charles H. Kohler, \$1,000,000 will be set aside in the 1929 city budget to acquire new playground and recreation sites in New York City.

In Union County, New Jersey.—The report of the Union County Park Commission for 1926-1927-1928 tells of the many recreation activities conducted by the Commission under the leadership of Fay S. Mathewson, who has served as Superintendent of Recreation since February, 1927. Among the new recreation features which have been provided are golf, cricket, bowling-on-the-green, trap shooting, horseback riding, tennis, county baseball, soccer and ice hockey leagues, field hockey, band concerts, boating, bathing, camping, nature study and horseshoe pitching. There were 322 picnics held in the parks during the summer of 1927, attended by 13,477 people. This number does not include the smaller group picnics, for which reservations were unnecessary. The Commission has provided 100 masonry fireplaces for the enjoyment of the picnickers. There

are also three skating shelters for winter sport use.

A Good Playground Season in Washington, Pa.—Washington, Pennsylvania, reports a most successful playground season "from start to finish." The program included classes in soap carving, embroidery and "Raggedy Ann" on all the playgrounds, sand box projects, storytelling hours and Indian and Cowboy Days. Lawn fetes were held with music contributed by the American Legion Fife and Drum Corps and side shows produced by the children. These not only interested the public, but added to the treasury.

Two days were set aside for swimming parties at Washington Beach. The use of the pool, services of the life guards, rental of suits, and street car transportation were all free. On the first morning three hundred children enjoyed the swimming; on the second over four hundred.

On one ground a circulating library was conducted with books loaned by the Citizens' Free Library. On another playground a self-governing plan was successfully tried out. A mayor, eight councilmen and four aides, each with a ribbon badge signifying his office, exerted a very wholesome influence on the playground.

Taunton Completes New Swimming Pool.—The latest addition to the recreation facilities of Taunton, Massachusetts, is an outdoor swimming pool, 175 feet long and 60 feet wide, divided into two parts. One section, 75 feet long, will be used as a wading pool for the children, while the other will be a swimming pool 100 feet in length, deep enough at one end for diving. A building formerly used as a meeting room on Taunton Green will be moved to the playground and be used as a dressing room. The interior of the building will be partitioned off into several compartments for use by men and women, and to provide room for the checking of clothing containers.

Portable Playgrounds for Chelsea.—The Park Department of Chelsea, Massachusetts, unable, because of lack of funds, to add another greatly needed playground to the five which it maintains, conceived the idea of purchasing portable equipment for use on side streets. This new equipment consisted of a portable swing frame with five swings, slides, seesaws and wooden platforms for dancing. At night the equipment was removed from the street and stored by the Park Department.

A New Playground in Jacksonville.—On January 23rd, the Playground Recreation Board of Jacksonville, Florida, acquired a playground site. On October 1st, the formal opening of the playground, known as Norwood Play Park, was held with appropriate ceremonies in which the Junior band had an important part. The park is built on a site 120 feet wide and 250 feet long, formerly a bog mire. Tons of dirt were brought in to fill in the ground and transform it into an ideal playground covered with a carpet of grass. A six foot ornamental fence surrounds the park and a five foot strip on the outside will be planted with shrubbery and flowers. Three large 2,000 watt lights illumine the grounds for night use. A play court 50 feet wide and 90 feet long, with a concrete base, has been constructed at the north end of the park. This court can be used for tennis, volley ball, basketball, skating and other activities. The park is open daily from three to nine during the school year and for two hours in the evening during the summer months.

Joseph C. Byrnes, executive secretary of the board, was responsible for the designing and planning of the center, the construction of which cost \$4,000.

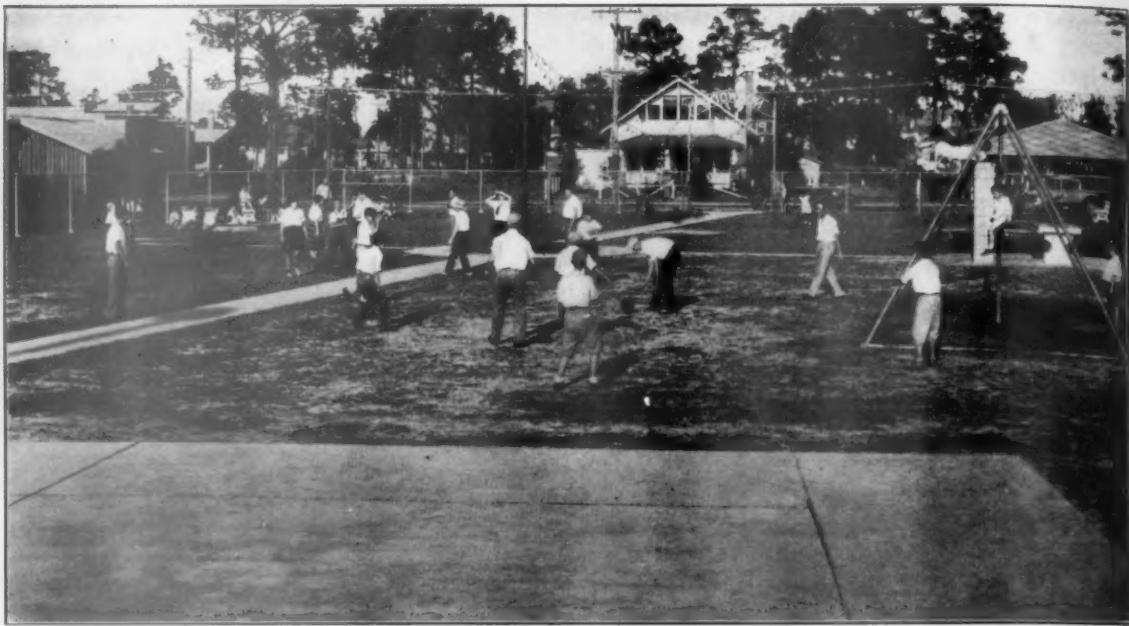
Austin's Bond Issue.—After a carefully organized educational campaign, Austin, Texas, has voted favorably on a bond issue for parks and playgrounds which will insure the expenditure of \$700,000 for recreation. This amount will in all probability be expended over a five-year period.

Novel Service of Little Rock Playground Association.—Many parents took advantage of the service offered by the Playground Association of Little Rock, Arkansas, in maintaining a Free State Fair Nursery and Play Center at the State Fair. Two buildings were at the disposal of the Association. These buildings, with commodious grounds enclosed by a ten-foot wire fence, were newly painted in white inside and out and attractively banked with shrubs and growing vines. Rocking chairs, cots, cribs and everything needed for mothers and children were provided. Children played both within and without the buildings. Sand boxes, pails and shovels, slides, swings and play material of all kinds were furnished. Two volunteer trained nurses as well as play leaders were on duty during the six days of the fair.



Jacksonville Florida

THIS PHOTOGRAPH SHOWS THE CONDITION OF NORWOOD PARK BEFORE THE PLAYGROUND AND RECREATION BOARD COMMENCED THE CONSTRUCTION OF A NEW PLAY PARK AFTER ACQUIRING THE PROPERTY ON JANUARY 23, 1928, WHEN IT WAS TURNED OVER TO THE BOARD BY THE CITY COMMISSION.



NORWOOD PLAY PARK, JACKSONVILLE, FLORIDA

Parents bringing children to the Play Center were required to register and were given one end of a numbered identification tag, the other being attached to the child.

Institute for Boy and Girl Leadership.—The Charlotte, North Carolina, Park and Recreation Commission, of which W. J. Cartier is executive, last summer held an institute for boy and girl leaders on the playgrounds. Courses consisting of instruction in games and game leadership were given a carefully selected group of boys and girls representing all the playgrounds for white children in Charlotte. The group met every morning for one week at the largest park in the city and members of the staff of the commission gave the instruction. The boys were the Junior Police of the city while the girls were known as volunteer leaders. The girls learned leadership in singing and rhythmic games and similar activities; the boys were taught activities especially adapted to boys' use. The last day of the institute was devoted to a picnic at one of the lakes. Real leadership possibilities have been developed among the boys and girls who are used by the regular leaders on the playgrounds to take charge of game activities and help keep them going while the play leaders are busy with other groups. The most promising of the young leaders give what would approximate three afternoons of a week to leadership.

"Phun Nites" in Charlotte.—Each playground in Charlotte, North Carolina, holds what is known as "phun nite" once a month, when the parents of the children are invited to come to the playground to have a good time. The grounds are open to guests from 4:30 or 5 o'clock through the evening, and the program consists of group games, folk dances, recitations, little plays, boxing matches and other activities put on by the children for the entertainment of the audience.

The Greenwood Memorial Pool.—The Memorial pool at Gardener, Massachusetts, given the city by Levi Greenwood, is one of the most beautiful in the state. The city has accepted the gift and is operating the pool and bath house, also the gift of Mr. Greenwood, at a cost of \$9,500 a year.

Safety on the Playground.—Each of the Memphis playgrounds last summer had safety councils composed of boys and girls. From this council a safety patrol was appointed to serve for one week at a time, the patrol to be responsible for placing safety signs on the streets each morning and removing them each evening when the playgrounds were closed. In case of violation of any of the safety rules by any individual on the playground, the offender was brought before the safety council for trial. The punishment usually consisted of an assignment of a duty to

be performed or the denial to the child of participation in some activity for a certain period.

Wading Pool Carnival.—A wading pool carnival for little children up to nine years of age was organized by the Park Department of Memphis last summer on each of the playgrounds. This was followed by a city-wide carnival at one of the pools on a large central playground. About six hundred children took part. The pool was decorated with lanterns and the children were in costume.

A Valentine Suggestion.—The children of the Memphis playgrounds make valentines for children's wards in hospitals and for institutions and shut-ins in the neighborhood of the playgrounds.

For the Colored People of Frederick.—A twelve thousand dollar playground site for colored people was the gift to Frederick, Maryland, of a local banker. The playground was opened



HOW DOUGLAS FAIRBANKS KEEPS FIT



HOW DOUGLAS FAIRBANKS KEEPS FIT

last summer under the leadership of a colored supervisor.

Douglas Fairbanks Takes a Hand.—Last year Douglas Fairbanks, who is greatly interested in athletics for boys, visited many of the Los Angeles playgrounds and demonstrated chinning and other activities to the great delight of the playground boys.

A Santa Claus Toy Shop.—The catalogue of the Francis W. Parker School of Chicago tells of the school Santa Claus toy shop in which, each December, hundreds of old toys are repaired and new ones manufactured to be sent to children who otherwise would lack Christmas gifts.

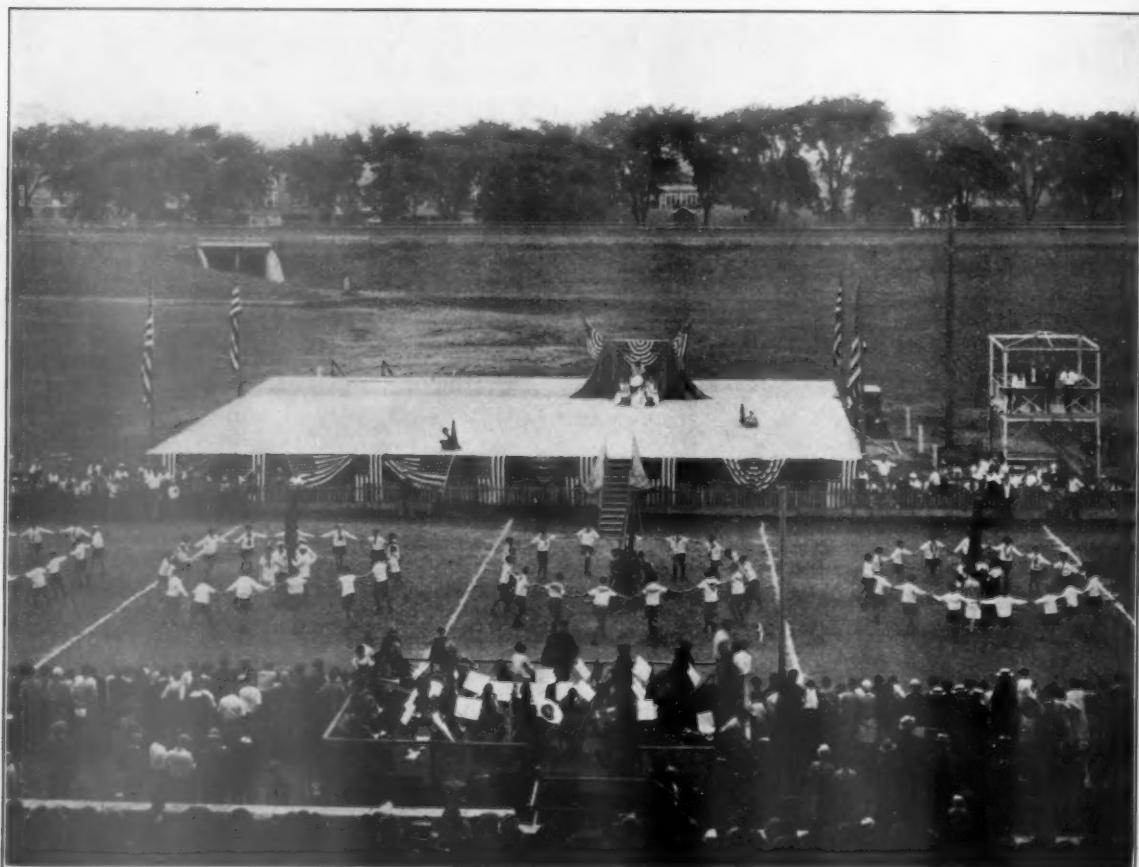
For two weeks following the Thanksgiving recess all art, gymnasium and handwork periods are omitted from the regular program. The pupils use these periods, as well as any study periods which they may be able to spare, to work in the Toy Shop. The Toy Shop is organized on a fac-

tory basis, with a force of foremen, inspectors, timekeepers, and workers in various departments such as painting, wood work, metal work, dress-making, doll repair, book and game repair, box making. Pupils are allowed to choose the department in which they wish to work. All children above the third grade work in departments; those below the third grade in their class rooms. This emphasizes the value of cooperation on a large scale and teaches the subdivision of labor as practiced in the industrial world outside. Such organization results in a large output, between three and four thousand needy children being supplied with toys each year. To carry out the spirit of a factory, the amount of time each pupil works is recorded on a time card, and at the end of the time a check is drawn on Father Time's Bank, payment being made in Happy Days based on the number of hours of work accomplished.

A Winter Scooter.—When the ground is covered with snow the boys who have made scooters can still use them by putting wooden runners on in place of the wheels. They must be cut so that they will fit into the frame easily. The runners

should be cut from boards one inch thick and about six inches wide. They may be from ten to sixteen inches, depending on the amount of room there is in each end of the scooter frame. To insure easy coasting the runners may be faced with strips of tin or thin strap iron, reaming out the holes for the screws so the heads will lie flush with the metal and not stick out. A special toe grip will be needed for the foot which does the propelling. This can be made from a short skate strap to which have been attached three pop bottle caps, the ragged edges on the lower side.

Allentown Celebrates Fifteenth Romper Day Fete.—“America,” a pageant having to do with the founding and developing of the new country, was the theme of the annual Romper Day program at Allentown, in which 10,000 children took part. The children were guests of General and Mrs. Harry Trexel, long interested in the playground movement in their city. The first episode showing America before the white men came into it was presented by the boys of twenty-two play centers, who danced Indian dances. The second episode pictured the Landing



ROMPER DAY, ALLENTOWN, PA.—FOUR OF THE TWENTY-TWO GROUPS IN MAYPOLE DANCE

of Columbus. In the third episode Columbia was seen seated on the throne with her attendants about her. The arrival of the settlers in America was the theme of the fourth episode. Girls in typical foreign costumes, which they, themselves, had made, formed colorful pictures as they danced the folk dances of each European country. Boys from all playgrounds took part in the last episode, which showed young America at play.

A Golf Pitching Contest in Elmira.—The following rules governed the golf pitching contest recently held in Elmira, New York, under the auspices of Community Service.

(1) Green is marked in five circles of 5, 15, 25 and 35-foot radii. The points shall be scored as follows: First circle—five foot, five points; second, three; third, two; fourth, one.

(2) Four shots shall be made from 50, 75, 100, 150 and 200 feet.

(3) Ball is judged on where it hits green and not on where it rolls. (A ball outside of 35 foot circle is dead but one on line scores.)

(4) Shots must be made successively from each distance. Teeing ball is permissible.

Municipal Night Clubs.—The young people of today will dance, so why not let them do it under the best possible conditions? So says the Recreation Department of Miami, Fla. They have many night or supper clubs. One beautiful outdoor patio costing about \$20,000 was built for this purpose.

The Recreation Department has the close co-operation of the Women's Club in chaperoning these dances and the facilities provided are equal to those of the leading private clubs of the city.

Kiwanis Night on the Playgrounds.—Once a week, members of the Kiwanis Club and their wives met for three hours of games, sports and quiet recreation on one of the playgrounds of Hackettstown, N. J. Baseball, basketball, paddle tennis, weiner roasts and song fests were featured, and stern, dignified lawyers, doctors and business men shouted as lustily as did their sons on the adjoining grounds.

Puppet Shows.—More than 1,000 children took part in the annual play day of Spokane, Washington. The play day activities were similar to those usually presented—racing, singing and stunts, but the outstanding feature of the day was a group of eight puppet shows,—fairy

tales, folk lore and health plays, all of which were put on by the children.

Evanston, Illinois, Takes Up New Sport.—The latest sport in vogue among Evanston children is Jai-Alai, a Spanish ball game. The game is a fast one and is played on courts similar to those used in hand ball. Several teams have been organized and the interest in this new game is very keen.

Circus Days.—Two hundred gaily dressed and decorated children of the Harmon Playgrounds, under the direction of the ring-master, Clara King, the supervisor of the playgrounds, staged a real circus with a regular parade which was enjoyed by the residents and visitors of Ft. Lauderdale, Florida. The circus, staged in the central park of the city, was attended by a crowd of adults. Clowns, tight rope walkers, ballet and toe dancers, decorated bicyclers, fashion parades, doll and baby shows and other features entertained the spectators. Seven blue ribbons were awarded in the baby show.

When We Were Very Young.—Dayton, Ohio, recently conducted an interesting and exciting field meet for the younger generation—children under seven. The events included a velocipede race and a kiddie-car race for children under four; a "Simon Says Thumbs Up" contest; a sand modeling exhibit and a peanut scramble. Six hundred visitors applauded from the side lines.

Side Lights on a "Pet Show."—"Why take goldfish to a 'pet show' when you can't tie a ribbon on them?" was the question asked by a small boy at the Parkersburg, West Virginia, "pet show." The fish carried the yellow ribbon just the same and the owner proudly told anyone who would listen to him about this.

Another winner was "Blackie," just a pup. "Blackie's" trip to the playground for the pet show was an eye-opener for him and he has been back every day since. He scrambles up the steel steps of the sliding board, close on the heels of his master, who starts to slide down. "Blackie," wagging his tail, poises for a moment on the top, slides on all fours down the board, leaps over his master and reaches the ground first, all ready to start over again.

Many other pets were entered—a Shetland pony, rabbits, doves, black cats with pink bows, pups of all varieties and a little black chicken, a

small snake, a coyote and a monkey. One boy remarked that he wanted to take a cow but she was too wild. He had had the cow for only a couple of days.

After the show was over, a boy arrived breathless, with a well scrubbed collie. When he had seen the pets arriving on the playground, he hurried home to give his dog a bath but was too late to enter him in the contest.

Academic Standing Not Lowered by Athletic Activity.—Participation in athletics does not necessarily lower the academic standing of a college student, according to an extensive investigation conducted by Carl C. Brigham, Professor of Psychology at Princeton University. As a group, the men in the class of 1927 at Princeton who participated in athletics and extra-curricular work stood as high in their studies as those who devoted their whole time to their academic work.

It was found from school records and from tests and examinations that non-athletes stand slightly higher than the athletes on entrance into college. The difference, however, is not significant. With regard to discipline, the athletes in college show a better record than the non-athletes. Furthermore only half as many athletes as non-athletes were dismissed because of studies.

The men who take part in rifle shooting, fencing and on gymnastic teams were found to have a higher record in scholastic work than the others. The average for the football team is lower than most of the other sports. The study also indicated that the men who took part in extra curricular work on the campus as well as in athletics had a higher academic standing than those who merely played on athletic teams.

The conclusion reached by Professor Brigham is that scholastic standing depends directly upon the individual make-up of the student without regard to the kind of outside activity in which he engages.

A Playground Guide.—A staff of over 300 young men and young women, who last summer conducted the sixty-three public school playgrounds in St. Louis, owed its efficiency in no small degree to the "Staff Guide," a pamphlet prepared by Rodowe H. Abeken, Supervisor of Recreation and General Director of the school playgrounds. In this thirty-six page journal all the points treated in a three months' course of playground work given by Mr. Abeken in the

spring are reiterated and in addition many problems confronting a playground staff are discussed. The keeping of discipline, the precepts of play, the supervision of apparatus play and all the various games and inter-playground activities are explained.

St. Louis Boys Make Airplanes.—St. Louis has joined the ranks of cities conducting model airplane contests. In preparation for the contest, John Rappold, of Chicago, conducted several classes daily for an entire week, to which each of the 63 public school playgrounds sent an instructor. The instructors returning to their playgrounds organized classes which have been immensely popular. The Board of Education furnished all the material to children free of charge. A model airplane tournament for duration flying was held at the end of the playground season.

The Serious Business of Childhood.—Mrs. A. Felix duPont writes that her son, who is now in the American Flying Corps at Kelly Field, tells her he learned a lot when a child from the toy planes he made and flew.

In These Air Minded Times.—To encourage children to learn airport requirements and to promote handcraft on the playgrounds, the Recreation Department in cooperation with the Aero Club of Beaumont, Texas, sponsored a model airport contest. The judges were members of the Aero Club. The winner of each playground was entitled to a free ride in a licensed airplane with a licensed transport pilot.

For a Parent's First Book Shelf.—The Child Study Association of America, 509 West 121st Street, has issued a new book list entitled "Suggestions for a Parent's First Book Shelf." This list, which contains twenty-five titles with author, publisher and price, should be very valuable to anyone who is doing serious reading along the lines of child training. A copy of the list may be secured for five cents.



BUY CHRISTMAS SEALS

The Second National Playground Miniature Aircraft Tournament

"When it comes to modesty, they're a bunch of young Lindberghs," said a news photographer who was having a hard time assembling before the camera the young contestants in the Second National Playground Aircraft Tournament, held in connection with the Recreation Congress, October 5-6.

RECORDS BROKEN

There were 45 of these boy champions from 20 cities, and the enthusiasm, ingenuity and capacity for painstaking work which the group represented led recreation leaders to predict that the building of model planes in public recreation centers throughout the country, aside from its value as creative play, will have a tremendous influence on America's air future. World records were broken and new and more advanced types of model air planes were launched. The planes greatly surpassed in craftsmanship and ingenuity those flown at the first tournament, fostered last year by the P. R. A. A. at Memphis, showing that boys the country over have been giving time to scientific research in model construction.

Six world records were broken, according to Paul Edward Garber, assistant curator of Engineering in charge of Aeronautics, Smithsonian Institution, who was technical advisor for the meet. Two of these, the indoor rising off water and the outdoor hand-launched, duration records, were bettered in the eliminations contest prior to the finals. Broken at the finals were the indoor weight carrying records of the following duration records—outdoor rising off water; outdoor scale model, rising off ground, and indoor gliders, hand-launched.

The most spectacular flight of the meet was achieved by the modern hydroplane propelled by a rubber motor built by Tudor Morris, 16 years of age, of Peru, Indiana, which stayed in the air for 12 minutes and 30 seconds. After taking off from the water in a tank constructed at the Bader Field airport, the tiny plane rose several hundred feet, flying out over the ocean three quarters of a mile from shore.

The new events for models with power other than rubber, brought forth a number of unique

models. The contestants from Knoxville, Tennessee, employed sky rockets to propel their planes, the idea coming from a recent experiment in Germany on real planes. One plane used the motive power of metal tanks equipped with pistons. The compressed air escaping drove the piston which in turn drove the propellers through crank rods and crank shafts much as in a real airplane engine. Other sources of power used were springs, either coiled as in a clock or bent as in automobile leaf springs, and balloons which by releasing air in one direction blew the plane in the other.

Gliding about the auditorium on the steel pier with almost uncanny reality, the tiny craft in the indoor events on the evening of October 5th kept spectators craning their necks to view the ceiling. The best duration flight made was three minutes 12 $\frac{1}{2}$ seconds. All 1927 records of the indoor events were broken. Had the hall been larger, the records would have greatly improved as several planes used their energy against the ceiling rather than in exhibiting their duration possibilities.

THE WINNERS

The all-around champions for the senior and junior classes are as follows:

SENIOR CHAMPIONS

First place—Herbert Dorsey, Washington, D. C., 21 points.
Second place—Ernest Marcouller, Evanston, Illinois, 18 points.
Third place—Lloyd Fish, Washington, D. C., 15 points.

JUNIOR CHAMPIONS

First place—Edwin O'Donovan, Topeka, Kansas, 25 points.
Second place—Robert Atwater, Elmira, New York, 21 points.
Third place—George Bell, Washington, D. C., 19 points.

The following are the cities represented and the points won by each:

Washington, D. C., 79 points.
Topeka, Kansas, 34 points.

Knoxville, Tenn., 32 points.
 Evanston, Ill., 29 points.
 Chicago, Illinois, 26 points.
 Elmira, N. Y., 24 points.
 Boston, Mass., 23 points.
 Peru, Indiana, 23 points.
 Baltimore, Md., 9 points.
 Pittsburgh, Pa., 7 points.
 Montclair, New Jersey, 6 points.
 Oak Park, Ill., 5 points.
 Buffalo, N. Y., 4 points.
 Newport News, Va.
 Providence, R. I.
 Reading, Pa.
 San Diego, Cal.

VALUES IN AIRCRAFT PROJECTS

Some of the possibilities involved in model aircraft give opportunity in an unusual degree for the exercise of ingenuity, skill and workmanship. In solving the problem of model aircraft the boy gains a knowledge of scientific principles representing real educational values.

Several cities have reported that the aircraft project has interested a new type of boy in the playground program. Hundreds of boys in different cities have been brought into the community recreation program for the first time through their interest in aircraft.

In many a city the local recreation movement has been helped by the airplane program since no single project, these cities report, has ever centered public attention on the program as has the aircraft work. Much favorable publicity has resulted and new local leadership has been brought into the program.



HUGE SNOWFALL USED IN CHRISTMAS PAGEANT GIVEN BY 1,500 CHILDREN FROM SCHOOLS AND PLAYGROUNDS, OAKLAND, CAL.

The Fifteenth Recreation Congress

The Fifteenth Recreation Congress! Old friends meeting and greeting! Newcomers drawn into fellowship!

The same enthusiastic give and take; the same willingness on the part of each to make his experiences available for the other fellow; the same ration of practical and inspirational material and the same fine spirit of good fellowship which has characterized all of the Recreation Congresses!

New experiences, new adaptations of old ideas, fresh sources of inspiration—the 1928 Congress provided these in good measure.

This year the emphasis on "Things" showed how unimportant mere things really are and of what vital significance are leadership and the appreciation of beauty in the out-of-doors, of the things we own without cost and of "quiet places." Things must be made the servant and not the master if they are to contribute to life values. The translation of prosperity into happiness constitutes the art of living.

There was something new in the planning of the Congress which was very pleasing to the delegates. Every year has come the complaint, "So many section meetings and I can go to only one." The plan was tried out of having a special meeting each morning devoted to brief summaries of the section meetings held the day before. These summaries, given concisely and interestingly, made it possible for all to share in every meeting.

The second national miniature airplane tournament—a successful adventure of youth into the air! This year world records were broken and more advanced types of model airplanes were launched by 45 boys from 20 cities who competed. And best of all was the fine spirit of sportsmanship which prevailed. The boys were always ready to cheer another's success or to offer parts for the planes of rivals who needed them. They watched planes on which they had spent days of work come to untimely crashes and took their ill luck with as good grace as their triumphs.

Whether or not it was the "best Congress ever," as some of the delegates said, it has left its imprint on the recreation movement, locally and nationally.

The Economic Values of Recreation*

By WILLIAM S. BUTTERWORTH

President of the Chamber of Commerce of the U. S. A., Washington, D. C.

In discussing the economic value of recreation, I am not unaware that there are other considerations of equal or greater value. This audience, it can be taken for granted, is interested primarily in recreation for its own sake and for its by-products of good health and good citizenship. Yet the economic aspects are to many very important. They may be the decisive ones in influencing governmental and business agencies. Therefore, they deserve to be seriously studied by advocates of community recreation.

A few years ago a chamber of commerce secretary, taking a new position in a western mining town, was disturbed to find constant labor turnover which was costing the mining company a sizeable amount of good hard money. He set out to find the reason. He interviewed man after man who had either given notice that he intended to leave or about whom an intention of so doing was rumored. He quickly discovered that it was not the pay and not the hours with which the employees were dissatisfied.

"Well, what is the matter? Why are you going away?" he asked.

Then from each one he received variations of an answer given by one of the more expressive of the men who vigorously declared: "I'll tell you why: simply because this is a hell of a town to live in."

Pressed for details, the man demanded: "Why, what is there to do after the day's work is over? Nothing but to go to that cheap movie, and we get sick of that. There are no ball grounds, no tennis courts, nothing."

So that was it! It was an eye opener to the secretary. He got busy. He saw the mine bosses, explained the situation, and prepared a plan which they wisely approved. To make a long story short, a baseball field with a running track around it it was laid out, a tennis court was provided, a band and dramatic group were organized. Entertainments and social affairs were arranged for. The natural human desires of the men and their families were thus met. The secretary stopped that procession out of town which practically

told others to steer clear of the place. He sold the town to its own people. Incidentally, he saved the company much money. He did a wisely human, wisely industrial, wisely economic thing.

Industry is generally alive today to the bearing recreational opportunities have on the location of their factories. One of the field secretaries of the Playground and Recreation Association, discussing this matter with a chamber of commerce secretary in a large Pennsylvania town last May, was told that during the past two years or more, five out of every six industries with which he had corresponded had included among the questions asked, "What park and public recreation facilities have you?" Recently the head of a large manufacturing concern in Chicago was considering moving his plant to a certain Indiana city. One of his leading questions to the chamber of commerce was, "Outside of your beach and park, what recreation facilities are there for my employees who will number 900, of whom 250 play golf?" This, as my informant pointed out, "was not so good for the city in question."

I should like to write a true tale of two cities—about two American towns both bidding for prosperity in terms of new industries and greater population. The cities are in neighboring states. The citizens of one had every reason to believe that a big eastern manufacturer who had been considering several midwestern towns as sites for a new plant was about to select their community. But one day out of the blue came a bolt of disappointment. The city had been eliminated. Local business men got together and picked out the president of one of the largest public utilities in the country to find out why.

The answer was quite to the point—a careful investigation by the company's representative had disclosed the fact that the town offered less to its citizenship, young and old, in the way of public recreation than any of the other towns under consideration. The manufacturer's representative had reported that there were no public parks, no municipal bathing facilities, no organized summer and winter recreational activities for the people. It was felt that such a condition would

Address delivered at Fifteenth Recreation Congress, Atlantic City, N. J., October 1-6, 1928.

make for discontent and carry too great an element of risk in procuring and holding labor. This severe jolt to the pride and pocket book of the community aroused local readers to an appreciation of the value of community recreation, and a movement was at once put on foot to secure a bond issue of \$100,000 for municipal recreation facilities at the next election.

Mercifully, I withhold the name of this town. But the one on the other side of the ledger I can boldly disclose. Four years ago the great McCall Publishing Company moved its plant from New York to Dayton, Ohio. At a reception given the principal officers of the company by the townspeople, the president of McCall's was asked this question: "Now just why did you select this city?"

"In answering the question as to why we selected Dayton," replied H. B. Warner, the president, "I can only say that it was the liveableness of your city that decided the issue. We found others with plenty of labor, others with adequate shipping facilities, others in which manufacturing conditions were equal with those of Dayton, but nowhere did we find a place where the qualities of living were as highly developed as they were here. Keep Dayton a good place to live in and your future is assured."

And he added: "It is my opinion that the next decade will see a decentralization of industry. There has been a great grouping together of industries in certain centers and a reaction is coming. Dollars alone are not enough now. Employees deserve and want a more fruitful and cheerful life."

You who are familiar with Dayton know that a part of its "fruitful and cheerful life" is an excellent municipal recreation program. It has two municipal golf courses, fifty-two tennis courts, twenty-seven baseball fields, fourteen athletic fields, nineteen playgrounds, thirteen indoor recreation centers, a bathing beach and a swimming pool. Baseball, volley ball, playground, soccer, horseshoes, basketball and other league sports are very popular. In addition, band concerts, pageants and other dramatics, holiday celebrations, motion pictures, gardening, art activities, handcrafts, athletics for industrial groups, winter sports, hiking clubs, archery and water sports bring entertainment and fun to thousands.

PROPERTY VALUES INCREASE

Not only does recreation bring economic bene-

fit to industry but it increases land values. It has long been recognized that parks enhance the desirability of nearby lands, thus yielding more taxes to the municipality and boosting the sales value of the property to the owner. This is true because people are willing to pay for sunlight, beauty of surroundings, the opportunity to enjoy wholesome exercise, a sense of space, and contact with things of nature. In the Park Manual recently published by the Playground and Recreation Association, edited by L. H. Weir, several instances of the increase of property values near park lands are cited:

"In 1916 the Board of Park Commissioners in Essex County, N. J., engaged the services of an expert to make a report as to the actual value in dollars and cents of the County Park System. The report was made on four of the Newark parks. The following extract is taken from a summary published in the *Newark Sunday Call*:

"The property immediately adjoining the four parks named was assessed in 1905 for \$4,143,850 and in 1916 for \$29,266,000, an increase of \$25,122,150 or 606.3 per cent. At the same time property in the same taxing district and perhaps not wholly outside of what may be called the *park influence*, was assessed in 1905 at \$36,606,907 and in 1916 at \$111,531,725, a gain of \$74,924,818 or 204.6 per cent. In plainer words, while the property adjoining the parks has increased more than six time in value, property in the remainder of the same taxing district has about doubled in value.

"If the increase in valuations adjoining these parks has been the same as in other property in the same taxing districts, and no more, it would have been \$8,453,454, leaving an increase as a result of the parks of \$16,668,700. The fortunate owners of this property have been enriched by this large sum beyond what they would have been had the parks not been established.

"But this is not all. The cost of these four parks was \$4,241,540. The increase is enough to pay for them four times. The cost of all the parks in the county was \$6,929,625.47—say \$7,000,000. The increase of property adjoining these four parks alone, beyond what it would have been if the parks had not been constructed, is sufficient to pay for all the parks in the county 2.4 times, and the increase from the other parks in the county, while not so great in proportion, is undoubtedly much more than their cost. The increased revenue to the county is already suffi-

cient to pay the interest and sinking fund charges on the bonds issued for park construction, and almost the entire cost of the annual maintenance."

The city of Montreal is reported by the City Parks Association of Philadelphia to have acquired 164,504 square feet of land, that is about 3 4/5 acres, at a cost of \$82,252. In the center it laid out a small park and bounded it by streets. The area taken up by the park and the surrounding streets was 82,466 square feet, or 1 9/10 acres. The City then sold the balance of 82,038 square feet for \$99,032, reaping a net profit of \$16,780.

Recently the directors of the Regional Plan of New York and Its Environs published the results of their study of the effect of park systems and playgrounds on the values of adjacent property.

"While it is usually admitted that parks increase values," they say, "there is a prevalent idea that playgrounds decrease values. An investigation made by the staff of the Regional Plan of New York and Its Environs with regard to the values of land adjacent to seven playgrounds in Manhattan and two in Brooklyn showed that playgrounds do not 'cause any retardation in the natural rise of land value, and in some instances may be responsible for a considerable increase in value.'

"It is evident that a playground's effect upon surrounding land values is dependent upon the use made of that land, the smaller rate of increase in value of real estate around certain playgrounds being plainly in part due to the fact that these were located in business and industrial neighborhoods.

"An outstanding example of the effect of a playground in a wholly residential district is found in the Brownsville section of Brooklyn. Here values in fifteen years have risen 175 per cent on land directly bordering the Betsey Head playground, while values on streets one to three blocks away have increased only 118 per cent. There is little business on these blocks. The whole neighborhood is of a residential character. This playground is also of sufficient size to have more effect on the land values than some of the other playgrounds studied, which are less than an acre in size. Although the figures did not prove it, it is highly probable that a small playground, located in a mixed business and residential neighborhood, has very little effect one way or another on the surrounding properties. On the other hand, a ten-acre playground, such as

Betsey Head, gives light and air and a park-like quality to the space which is more beneficial to the neighborhood. This playground is zoned for residence on two sides and on two sides for business."

Perhaps there is no better proof of the increase in land values than the new movement among real estate subdividers. Encouraged by the pioneering experience of H. C. Nichols of Kansas City and the late William E. Harmon of New York, hundreds of realtors are now setting aside parks, playgrounds, golf courses, and other recreational areas for the permanent use of the purchaser of lots. They have found that they can divide the cost of the space set aside and add it to the asking price of the lots. The added value of the lots returns their money to them and, at the same time, provides a fine sales argument for their property. From many testimonials of leading realtors to the soundness of this policy, I have time to cite but two. A statement of the Mason McDuffie Company of San Francisco is as follows:

"It may be of interest to you to know that in laying out St. Francis Wood, a residential subdivision developed by us in San Francisco, we reserved between eight and ten per cent of its area of one hundred twenty-five acres for community parks and playgrounds. We are confident that the value of the land devoted to these purposes was fully recovered through the creation of higher values in the home sites of St. Francis Wood."

H. W. Brennan, a large developer at Memphis, wrote:

"I purchased a tract of 256 acres eight miles from the business center of Memphis in direct line of the best class of improvements. I presented approximately 114 acres to the Memphis Park Commission without conditions except that the land was to be used for recreational or other athletic purposes.

"From a real estate standpoint, the proposition before me was: Could I donate over 40% of the original tract to the city and then subdivide and market the remaining portion at prices to yield a net profit on the enterprise? I found that this could be done and that it was good business to have given the city the park area as the resulting enhancement in value of the remaining portion has been sufficient to adequately compensate me.

"May I suggest, if it has not already occurred to you, that playground and recreational grounds could be obtained without cost by any city, where

the land owner and the public officials put their heads together to work out an acceptable plan of improvement and basis of cooperation?"

Saving in Reduced Delinquency

This thesis may be carried still further. If it is true that the organized recreation program helps to reduce juvenile delinquency and if adult criminals generally begin their careers as juvenile delinquents—and both these propositions are true—it is obvious that a great saving is made to the community every time a delinquent is reclaimed to wholesome behavior, and every time that the installation of a playground wipes out a bad street corner gang or a rendezvous of mischief. Various estimates on the average cost of maintaining a boy or girl in a reform school place the figure at from \$400 to \$600 per year. It does not require an adding machine to demonstrate how big a bill a crowded reformatory presents annually to the state or county.

Numerous communities have benefitted financially on Hallowe'en and Fourth of July by having live, well organized recreation departments. Community celebrations organized by these departments on such days have safeguarded the lives and property of the citizens. Ways have been found of giving youngsters thrills that do not involve hoodlumism and mischief.

"Health is Wealth"

One might go still further on this theme and, drawing upon the testimony of the medical profession, point out the great economic saving to the individual and community in the prevention of disease and the preservation of bodily vigor and stamina that results from systematic and wholesome recreation. Think of the working time lost by people who, for want of stimulating outdoor play, have lost steadiness of nerves and muscular tone. And that loss has been a loss to industry as well.

When these various economic advantages of recreation to the municipality, the tax payer and the property owner, industry, and all of us as individuals are fully recognized, our citizens will no longer delay in bringing their programs to the highest standards of efficiency.

And the hundreds of communities which have not yet established organized recreation on a permanent basis will do so for, as Harland Bartholomew, city planner, has said:

"Parks and playgrounds are fully as essential to the upbuilding of a city as paved streets, lights, transportation lines and public water supplies.

Every progressive community today recognizes this fact and arranges its budget so that these serviceable features may be regularly enlarged and improved as the population of the city increases. A community center crowded with young people enjoying wholesome recreation and social contacts under municipal auspices is a guarantee of better citizenship and something to be proud of. A commodious playground, teeming with youngsters every day of the year, is evidence of a city's greatness quite as impressive as smoking factory chimneys."

Credential in Play-ground Leadership

The following regulations govern the granting of State Teachers' Credentials and County Certificates in California:

A credential valid for directing activities on a school playground which is open to the public outside of school hours may be granted to an applicant who presents:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to direct activities on a school playground

II. A recommendation from the school superintendent or employing principal in the city or district in which the playground is situated that the credential be granted for a specific position

III. Two years of college training, or its equivalent, beyond graduation from a four-year high school

IV. A minimum of four semester hours chosen from the following:

1. Principles of Community Recreation
2. Technique of Teaching Games of Low Organization
3. Community Dramatics
4. Community Music
5. Handcraft
6. Storytelling

Authorization for Service.

This credential authorizes the holder to direct activities on a school playground, and is not valid for teaching any part of the physical education program connected with the public schools.

Term

This credential will be granted for a period not longer than one year, and may not be renewed.

Recreation for the Captain of Industry*

By

A. EDWARD NEWTON

Philadelphia, Pennsylvania

We have scriptural authority for the statement that man shall not live by bread alone: something else is required, something of the spirit; and, to descend to an altitude in which, perhaps, we breathe more freely, let us consider the old proverb, "All work and no play makes Jack a dull boy."

It seems a remarkable thing that a lot of people like ourselves should assemble to discuss the necessity for and the benefits to be derived from recreation: only in this country would such a meeting be possible or necessary; but the fact is that work has become second nature to most of us. When our ancestors—those of us who have ancestors—originally came over here, they were, all of them, prepared to work hard and to pray. They worked with an axe in one hand, and a gun in the other and a Bible in the other. We have no longer any need for a gun, except those of us who are concerned with the manufacture and distribution of bad liquor. We no longer have the confidence we should have in what our ancestors called the Word of God; but we still retain the habit of work. I ask myself and you, why it is that men who have more money than they can wisely spend continue to work as though—in the words of the old joke about the chorus girl—not one of them knows where their next limousine car is coming from.

These men belong to the class which a few years ago we called "Captains of Industry." Actually, the corporals and the second lieutenants are just as good, and when the captains drop dead of heart disease—which the doctors have agreed to call indigestion—their places are immediately taken by younger men who do their job better.

Some years ago, I was going to New York from Jersey City on a ferry-boat (it was before the days of the tube); my boat, the ferry-boat, was almost run down by a fast and beautiful yacht which was making its way down the river to the sea. I knew the yacht, and it so happened that I had that day some business with its owner. But

I knew, too, that in his absence business went on as usual, so I at once went into one of those magnificent offices in lower New York, and was somewhat surprised to see the owner of the yacht in his shirt sleeves, the sweat rolling down his face (it was a hot August day), working for dear life. "Hello," I said, "what the devil are you doing here?" Then I told him how his yacht had nearly done for my ferry-boat, and remarked further, "I was perfectly certain from the speed your boat was going and the fact that you pretty near smashed us that you were at the wheel." "I ought to have been," my friend replied, "I have a big party on board, but just as I was leaving some important business matters came up and she had to sail without me."

"Why have you not your business better organized?" I said.

"I had it organized yesterday, but that's the trouble with business today, it won't stay organized."

I was a small stockholder in that man's company, and I told him I was glad to observe his industry, and went on. A few years later that man dropped dead on the golf field—indigestion again. The stock of his company went off a few points on the sad news, rallied when his successor was appointed, a younger and a better man—I knew it would and bought on the decline and it has since doubled and tripled in value. If that man could return from Elysian fields, he would be surprised and chagrined to learn that at his death no one missed him; not his wife: he was never home; not his children: they never saw him; not his business associates, who found him arrogant and overbearing.

One more story in the same key. I once called at the office of a big corporation to get some information about business conditions abroad. I talked with an assistant treasurer, who gave me just the information I wanted, and then as I was leaving he said, "I wish you would go into the President's office, he is very old and takes offense easily. If he hears you have been here and not

*Address given at Recreation Congress, Atlantic City, October 1-6, 1928.

asked for him, he won't like it." So I went in, and met an old man well up in the eighties; I inquired about his health, which he said was not good. I asked him why he did not relax, put the burden on younger shoulders. He said, "Ah, if I could, but this business needs this guiding hand," holding out an almost palsied hand: I shook it and wished him well. "What did he say?" said the bright assistant treasurer when I got outside. "He told me about the business needing his guiding hand," at which the younger man laughed and said that if the old fool had any idea how little he knows about what is going on, he'd die. Can you not, in imagination, read the obituary which that assistant treasurer prepared with glee and gave to the papers when that doddering old idiot passed away?—"How wise he was in council: how far-seeing: how alert and interested to the day of his death: how no detail was too small, no deal too great to engage his attention: how he was the first at the office in the morning and the last to leave." Do you remember the story of Russell Sage? But enough of this. In fine: we work because we have never taught ourselves how to play, and some of us who have been honored with invitations to address you, have been thought to know.

If I were to attempt to tell you how many things I do not know, which I ought to know and should like to know, no other speaker would have a chance. But we do not breed well-rounded men in this country. The one thing for which I admired Roosevelt was his many sidedness. He was a reader and a writer, but he was very much more. He knew trees and birds and game, big and little. He was, I believe, no fisherman, for a fisherman must be quiet; and I fancy he was no yachtsman, for to stand at a wheel and occasionally give a tug at a rope was not sufficiently violent exercise for him. He preferred to tug at a man, especially at a man with soft hands and a hard face; was he not the master phrasemaker? But he led as well as preached the strenuous life. Many things interested him enormously. Sometime when you have a leisure moment, take up a copy of the English "Who's Who" and casually turn its pages, and you may come across some interesting references to the recreations of England's great men.

Rev. Dr. Alphonsus Montague says: Talking to intelligent dogs—that is to say, all dogs.

George Bernard Shaw says: everything except sport.

John Buchan says: fishing, deer-stalking, mountain climbing—and I know that he writes his ex-

cellent mystery stories in bed because he told me so.

Augustine Birrell admits that his recreation is book-hunting.

Thomas Brassey, who owned the yacht "Sunbeam," in which he travelled 350,000 knots, was one hundred and one things besides a yachtsman.

Sir Harry Johnson: who wrote *The Gay Dombeys* and died recently: his exploits fill half a page; he was an authority on economics and Africa, all parts of it, especially those most people have never heard of; and his recreation was music, if you please, and novel-writing.

Have you any idea of the variety of accomplishments of the late Viscount Bryce? No six—perhaps no sixty men in this country could rival him in the length and breadth and thickness of his interests.

This is, unless I am mistaken, the type of men we should strive to be. If they represent a civilization that is past or passing, so much the worse for the civilization that takes its place.

And now, I am going to confess that in addition to being a business man, interested in the manufacture and sale of several things in considerable quantities, I am a book-collector and a reader. If I had my life to live over again—ah! that I could! —I should avoid some of the mistakes I have made, and, no doubt, make others, but I certainly should have a hobby which would take me out of doors—and it should not be golf. I should learn how to sail a boat: by this I do not mean to have a yacht: most people who own yachts have more money than brains, and, having a yacht, find difficulty in getting the right people to join them on a cruise. You will observe I said "the right people" there are always plenty of bores, to whom free bed, food, drink and tobacco make appeal. And I should be a fisherman, which Izaak Walton calls the contemplative man's recreation, and I am at heart a contemplative man. I love to sit and think, and when I get tired of thinking I just sit. One gets into this habit in a library, and my library is especially adapted for sitting. Its walls are lined with books, as the walls of a library should be, for well read books are suggestive things: there is nothing more so.

If no man in the world is as busy as the great American captain of industry—I object to the phrase, it is so hackneyed—no working man and woman have as much leisure as our own working classes today. I hate to refer to my own experience as a boy, but to make my point I must do so.

Before I was fifteen years of age I got a job in a book store, a very respectable, indeed fashionable, store in Philadelphia. It was kept by a wealthy Quaker, and my pay was three dollars a week. The hours were from quarter past eight in the morning until seven in the evening, six days a week. Think of working on a Saturday evening throughout the summer until seven o'clock! For several weeks before Christmas we were expected to work until ten in the evening; we received no extra compensation, but we did get thirty-five cents supper money. Today, all self-respecting shops close all day on Saturday during July and August, and the five day week will soon be the rule rather than the exception. Speed the day when it comes. Henry Ford, who has done more to "make the world safe for democracy" than all the politicians put together—including the inventor of this famous phrase—was not a philanthropist when he invented the five-day week, but a wise and far-seeing business man.

It is always difficult to say just when a great revolution begins, but the fact is we are taking part in the greatest revolution in history. If I were speaking politically, we might take 1776 as a starting point, but a greater revolution began with the discovery of the use of steam, and a still greater with the discovery of the use of electricity for *the product of these discoveries is leisure*. How shall we use this leisure wisely? Who shall tell us? If I were myself a sportsman, I should say: do the sporting thing yourself, do not be content with seeing it done and paying for the privilege. I should play ball, not merely go to watch a ball-game. I should become a boxer: then I might feel I had a right to go to prize fights. The automobile has made it possible for many of our working people to live five or twenty

miles from their jobs: I recommend work in a garden, and remember the words of Kipling when you look at a beautiful garden:

"Such gardens are not made
By saying, Oh, how beautiful,
And sitting in the shade."

Remember that the greatest of all blessings is a sound mind in a sound body. If God has given you a mind—and doubtless he has—improve it.

From force of circumstances I am a circumscribed man. When I was a boy I had little or no leisure, but somehow or other, gradually, I became a reading man, and I suppose the sporting instinct in me made me a book-hunter. And let me tell you that this sport has its thrills, especially if you have not too much money. Too much money is almost as bad as too little: it takes the joy out of life. I happen to know a number of rich men, none of them are as happy as I am. Some very rich man, I don't know who, recently paid one hundred and fifty thousand dollars for the manuscript of a very famous book, *Alice in Wonderland*, and two or three other Carroll items. He must already have practically everything else to pay so much, and I am perfectly sure its acquisition did not give him half the thrill that was mine when, many years ago, I paid twenty dollars to secure a book that I needed to complete a set.

I get a great joy out of books, buying them and reading them and playing with them, and if you ask me "what books?", I should say, in the words of Dr. Johnson, "Sir, the biographical part of literature is what I love best," and next to biography, I prefer fiction,—which is, indeed a form of biography. Of late years the spirit of uplift has left me—for myself—and I read novels, old ones.

Play Through Color*

BY HELEN M. HOWELL

Associate in Art, University of California, at Los Angeles

The topic: "Play through Color" is so vibrant with meaning to each one of us that it seems almost complete without being talked about. Our minds are all so full of memories of color experiences and color joys, of our present uses of color in our various fields of endeavor and of our color plans for the future, that if it were announced that we were to sit silently for ten minutes thinking about "play through color," we should all have such a good time that we should be sorry when the ten minutes were over.

But since it seems to be in order to talk about it, there are two facts of which we are all more or less vividly aware. The first—that we live in a world where color surrounds us on every side, indoors and out. The second—that there is within us something which causes us inevitably to react to these countless color contacts, though we do so in many devious ways.

Long ago the theatre began to play upon this response and, through the use of color in lighting, sets and costumes, to bring about the desired emotional reaction. The commercial world, too, has long since found out of this response, and through the potency of color cleverly used, we are impelled to open a magazine, to enter a shop, to attend a play or to purchase anything from a lollipop to a Persian rug.

Like the other existent forces of the universe, color is here to be harnessed and its ways studied that it may be employed to serve our purposes. We should not leave these active uses of color to others who would have influence over our emotions but should ourselves become intelligent in guiding its power to fit the demands of our own lives. Our endeavors to do so are fraught with rich possibilities.

In the first place, we need an understanding appreciation of color for use in the business of every day living—in selecting our clothes, in furnishing our homes and in our business activities—in ways too many and too well understood to need enumeration.

And in the second place, we require color ap-

preciation for our play—and this is our theme today. We need color for the sake of play in its larger sense—not for a light and superficial pleasure of the moment but for a joy and repose of spirit, for recreation which renews the springs of life within us.

Our natural response to color is indicative not merely of a sensory reaction of a physical mechanism to a physical stimulus, but of a deep capacity of the human soul for responding to beauty—a capacity for aesthetic development. In order to find satisfaction, this capacity requires an opportunity to grow through an opportunity for expression under the wise guidance of teachers and directors who know what they are about from the standpoint of art as well as that of education.

Without such guidance, the boy or girl who is playing through color, if really given freedom to experiment and enjoy himself, may have a wonderful time and gain those benefits which accrue whenever one loses himself in any wholehearted recreative pursuit. But, while, through experimentation and self criticism, he will, perhaps, grow in his color knowledge and ability, there is a danger that he will develop wrong habits and acquire incorrect ideas.

With the guidance of teachers and directors, who are educated not only in the technique of various art activities but in appreciation based upon a real art understanding, the values will be rich and permanent ones. They will go far deeper than the pleasure of the moment and the more or less accidental learning which it may involve. Under such guidance play through color will lead to the development of taste, the building of discriminating judgment which will be of value in all of the countless color choices and color arrangements which our everyday living requires us to make. And, more than this, it will lead to an enriched play, a keener enjoyment of color in the world about us—in homes and shops and studios, in the theatre and in the great outdoors—and that deeper pleasure in color experiences which can come only from a trained and growing appreciation.

*Address given at Western Recreation Conference, Santa Monica, California, April 12-14, 1928.

In our playgrounds and recreation centers the avenues to this enriched play through education in color appreciation are many.

There is play through color in craft activities—in the use of dyes and textiles and paints and papers and many other materials, which offer opportunity for the direct application of color to practical living and to recreative uses of leisure.

There is play through color in dramatic activities with their almost infinite possibilities for socialized, aesthetic enjoyment and study. Color lighting is a fascinating study, from the early uses made by the Chinese of moving colored lanterns to the modern color themes played by the clavilux in moving patterns of colored light. There are many possibilities of play with stage lighting in an amateur way—of experimentation with gelatin sheets and reflectors made from tin cans. In costume and stage scenery, from the most elaborate pageants, festivals and other dramatic productions to the simplest story dramatization or puppet play, we may represent a character, create a mood or express a feeling through our uses of color. With these you are constantly having much experience.

But I am saving the remainder of my time to talk about color play through painting, because this is a field through which I am now so fortunate as to be in touch with playground work. At Barnsdall Playground on Saturday mornings, under the stimulating directorship of Miss Margaret Shull, we have organized a painting class composed of boys and girls who have not been chosen for their talent in art but who have chosen the class because they like it. This class is taught by student teachers from the university art department, who consider themselves greatly privileged to have this opportunity.

If I talk to you of children painting on a terraced hillside, under olive trees, with beautifully framed views of distant city, of hills and of mountains, I should have you all longing for terraced hillsides and olive trees and views and that would be unfair. And so instead, I shall talk of boys and girls; their hunger for beauty and their eager response to an opportunity to find and express their joy in beauty through painting—for every playground may find that. They may find too that painting classes are not difficult to establish. Unprinted newspaper and kalsomine paint is surely color in an inexpensive form. An initial expenditure for brushes, water jars and large cardboards, which may be fastened to the wall or to some sort of improvised support, if easels can not be afforded, need not be a large one.

The guiding principle of our endeavors is the wish of Miss Barnsdall that these children may have the opportunity for freedom of expression. Of course, much depends upon one's interpretation of the words—free expression. Expression alone is not education. It may lead in the wrong as well as in the right direction. Our interpretation is the finding and developing, through expression, of an inner feeling for beauty and so our interest centers not upon the expression itself, which is only the means to the end, but upon the feeling for beauty.

And so in our class we never tell the children what to paint and how to paint it. Instead, we stimulate them to want to paint, to have something to express, and, as they endeavor to express it, each in his own way, we help them with a question here and a suggestion there to find greater confidence, greater freedom, greater creative power and, through it all, a constantly deepening understanding of beauty.

Teaching thus comes, as all true teaching should, in response to a definite need on the part of the pupils. When they become dissatisfied with a thick, opaque, "kalsomine" looking sky they are ready to learn to paint a clear thin wash using the colors they desire. When they become eager for improvement they are ready to gather together for a criticism of their work in which teachers and pupils join in social fashion. When they develop an interest in color they are ready to grow in appreciation when shown beautiful color illustrations.

And so we paint people, boats, houses, hills, trees, canyons and deserts and sometimes purely imaginary things, revelling in color, seeing more, enjoying more, feeling more.

Last Saturday morning I spent with the children, experimenting to see just how much interest and pleasure would come in play through color used purely in an abstract way, with no thought given to realistic form. We made it more or less a directed play time, talking together and entering into the spirit of imagining.

The results are of no interest in themselves, as results. The children all have much to learn of color harmony, value relationships, good spacing and this was just a first adventure. But the paintings were of interest in the doing. All of the children, at least half of whom were boys between the ages of nine and twelve, took the keenest delight in painting a background wash of two or more chosen colors, watching the effect of one upon another. We were then most interested to

see that, after talking of music and dancing and imaginary things, every child took genuine pleasure in painting against this background abstract shapes of color.

There are those who imagine that an active healthy boy of twelve years must, if he draws or paints at all, be making engines and airplanes. One of our eldest, a perfect specimen of robust boyhood, painted a succession of rhythmic blue lines across his red purple background. I asked him if he had had a good time. The answer came with enthusiasm, "I'll say!"

A little girl was making rhythmic, dancing lines and shapes which she afterwards finished up to resemble flowers. I said, "Those flowers look as if they heard music." The quick and serious answer was, "They *do* hear music."

In closing may I say that which those who work and play with children know—the soul of a child is full of beauty and all "play through color" is richly worth while which gives that soul a chance to grow.

Women's Sports Club of Fargo, North Dakota

BY ELLA GOTTSCHALCK

College and high school girls have many opportunities to enjoy sports and games, but after they marry, or begin working or go to distant towns to teach they very often lose their interest. Believing that the women of Fargo would enjoy a program of sports if opportunity offered, four of us women in the city organized a club, the purpose of which was to foster interest in sports. It was decided to meet once a week and to have two women act as hostesses to plan the program for the day. We decided to have dues of \$1.00 for we felt that people who have paid dues in organizations are more likely to retain their interest in them.

We invited every one who we thought would be interested in such an organization. There were twenty present at the first meeting. We went tobogganing with about one toboggan, but with many sleds borrowed from the children. From that time on the fun element brought out many more people. We went skiing, borrowing skis from the boys; we had a picnic one day in a grove where the snow was a foot thick; we

skated, hiked, bowled, played basketball, had classes in the gymnasium, and as spring came, played tennis, horseshoes and golf. We swam in the pool at the high school and a major at the North Dakota Agricultural College gave us instruction just as he did new cadets, in the art of target shooting at the indoor range and later on at the outdoor range.

There proved to be so many things to do that we began to meet several times a week. As most of our members are mothers, school teachers or business women who must be at their posts during the day, we have arranged activities they may enjoy nearly every night of the week. The bowling league meets once each week and rifle, basketball and archery practice are each held weekly.

After a while the idea was conceived of working for points, the club to award sweaters with monograms when a team had earned a certain number of points. Membership was taken out in the National Rifle Association, a woman's bowling league was organized and there are now three in the city.

We now have tournaments in the various sports such as swimming, skating, bowling, shooting, skiing, tennis, golf, archery and hiking. Our hiking tournament was worked out in the following manner. All contestants started from the same place at a stated hour and points were awarded according to the number of miles walked, the holder of the largest number of points being declared winner and receiving a cup. The tournament extended over a period of thirty days, and points were awarded as follows:

5 miles a day—5 points (to be continuous walking and to be completed in $1\frac{3}{4}$ hours).

10 miles a day—10 points (to be completed in 4 hours time with recess of 30 minutes allowed only between each 5 miles)

15 miles a day—20 points; 20 miles a day, 25 points; 25 miles a day, 35 points.

It was required that each contestant be accompanied by a club member but not the same person each time. There must, it was stated, be at least three different people. It was necessary for the winner of the trophy to earn at least 150 points.

There are now two clubs of this type in Fargo, one being a section of the Fine Arts Club, a member of the Federation of Women's Clubs. As a civic activity the club plans and manages an ice carnival on New Year's Day at the rink maintained by the city in one of the parks. Only those in costume are allowed on the ice and a torch-light parade is one of the events.

Play Through Sound*

DEMOCRATIZING MUSIC AS A COMMUNITY RECREATIVE ART

BY GLENN M. TINDALL

*Supervisor of Musical Activities, Department of Playground and Recreation,
City of Los Angeles, California*

Theodore Thomas, founder of the present Chicago Symphony Orchestra and one of America's greatest contributors to civic music development once said that a country's popular music is its familiar music. In Italy, where music can truly be considered a part of the lives of all classes, the airs from grand operas are popular music. When I was a student in Chicago I knew an Italian who operated a small restaurant. On several occasions I asked him questions about operatic airs which are not so familiar to the American public. These airs were always familiar to him—he could sing them for me and tell me the part they played in the opera. In my later association with all classes of Italians, from Sicilian goat herders to the cultured classes, I learned that there was nothing unusual about this man's musical knowledge. He was brought up on music, and it was a part of his life.

To democratize an art is to popularize it; to popularize is to familiarize; and to familiarize is to utilize. First it is necessary to utilize music in order to make of it a democratized art. Music may be put to use in three distinct, yet not entirely separable, ways. Probably the first is that passive utilization, which, in all arts, may be called appreciation. I have yet to see one person with a normal sense of hearing who does not appreciate music in some form or other. We are all listeners to music and we all appreciate it in various degrees. I have known folks who boasted of the fact that music meant nothing to them, when upon investigation I found that there was always a qualifying clause to this remark. I firmly believe that everyone can be reached by some kind of music; it may not be good music, but there is a musical starting point for the so-called uninitiated in the art. This starting point, low as it may be, is better than no starting point at all; and it is the business of the community recreation worker to

find the starting point, the common denominator of musical appreciation, and use it as the level for a musical meeting ground. It is surprising how quickly the level of musical appreciation can be raised; and it naturally follows that interest in music increases as its beauty unfolds itself to the listener. First we should learn to listen so that we can listen to learn. And it is very certain that the advancement of appreciation standards brings about a marked demand for individual and group expression, with the voice or through the acquisition of instrumental skill in playing the piano and orchestral instruments.

The second of the three uses is self-expression through music. It is through self-expression that democratization of an art is possible. The first channel to self-expression is that of appreciation. Another channel, which may be entered is that which we call "low-type" musical instruments. Boys and girls, and in many instances, adults, who have not developed their sense of appreciation, have claimed music as their heritage by learning to play some easily mastered instrument. I refer particularly to the harmonica. I am also thinking of the ever popular ukulele. I have seen, in less than a year, that harmonica playing, and ukulele strumming, does quite often arouse a desire to continue musical development.

The third use of music as a democratized art is creative. I have no doubt that, when appreciation and self-expression of music have reached the Utopia of their development, long before we reach the musical millenium, there will be recreation groups banded together in the common interest of creating their own individual musical ideas, and that group creation of melodies and harmonic structures will follow.

I am going to take the liberty of applying my remarks directly to the work being done by the music division of the Los Angeles Playground and Recreation Department, and to the plans for future development of this division:

*Address given at Western District Conference, Santa Monica, California, April 12-14, 1928.

In the first year of the Music Division we have organized more than 150 musical activities of various types and I shall refer to only a few of these. The complete information is carried in the Annual Report of the Music Division and may be had for the asking.

Before it is possible to utilize music properly it is necessary to let the public know what musical service is available to them.

In Los Angeles we do this by giving the public an opportunity to hear typical musical groups from the playgrounds. The playground orchestras and bands are led to do this in a natural spirit of play, and with the full understanding that free and unaffected expression is commendable, but that public performance has no bearing on professional exploitation. Another means of bringing our musical service to the public has been by radio broadcast over several Los Angeles Stations. In the organization of carol singers at Christmas time, the Playground Department enlisted the services of over 300 choirs and glee clubs and approximately 8,000 singers. Practically every radio station in Southern California made announcements to assist our committees and captains in this work. Our programs over the air cover a variety of things, including a regular series of music stories for children, a series of harmonica lessons for children and adults, and programs by musical groups from almost all of our playgrounds. We use the radio to tell of our various activities and this is not confined to music alone. I have just been listening to the playground musical program over one of the local stations, and this program was opened with a talk on our new golf school, our swimming pools and beaches.

When I was a boy I was compelled to learn to play the piano, very much against my wishes—and this was because music was not "the thing" for boys then. It was considered a girl's domain, but effeminate for boys. Twenty years later I was called upon to write a course of music study for the same state in which I lived as a boy, and I placed music in the high schools as a vocational subject. Many things had happened in that time which had popularized music and had increased the public demand for music study.

The fact that other boys and girls in the community are interested in musical expression as a part of their play, leads still more boys and girls to music. Almost every time a group of people hears one of our harmonica bands there are new recruits for the harmonica. Harmonica sales in Los Angeles have doubled for two consecutive

years, and there will be eight times as many harmonicas sold this year as there were two years ago. This is true of other instruments in varying degrees.

When the musical idea is properly put before the public, demand for self-expression is almost amazing. The problem is, then, to utilize musical play properly, and to make recreation through sound available to everyone, regardless of previous experience. This, we do with musical programs which have an appreciation value. Here in the Los Angeles playgrounds we have programs in connection with our community choruses. This activity provides musical expression through the well-known songs as well as an opportunity to listen to better music. Instrumental music expression on the lower type of instruments, likewise opens up the opportunity for further interest in music of greater cultural value.

The utilization of music and the development of play through music will result in a greater familiarity with a vast amount of desirable musical literature—folk music, standard compositions, and the classics of the masters. Were the art song appreciated, understood, and used generally in recreational music, it would supersede the present day jazz songs and hold the place of the popular music of the land. What is to be the popular music of America rests in the hands of music supervisors in the schools and those in charge of music in recreational activities.

Leaders in music education, and in recreational music, are beginning to recognize the fact that it is necessary to take music where they find it, be it jazz or symphony, mouth organ or violin, become musical missionaries, and raise the standards of musical appreciation and musical expression.

If there is a great wave of social unrest in this land, and, if, as Robert Service says :

"There's a race of men that don't fit in,
A race that can't stay still;
So they break the hearts of kith and kin,
And they roam the world at will."

They say : 'Could I find my proper groove,
What a deep mark I would make?'
So they chop and change, and each fresh move
Is only a fresh mistake."

Can we not look to recreation leaders for a remedy for these misfits? Is it not our business to provide the right kind of recreation for those who "don't fit in" and make a groove for them?

Mental recreation is at least as important as

physical recreation, and music can always justify its place in any community. Music that can calm mobs and prevent stampedes, music which has made loyal citizens out of potential traitors, music which has rebuilt communities, and music which has diminished juvenile delinquency and adult crime, should be a part of every municipal program of constructive recreation.

William J. Burns, the great detective and criminologist, has said: "Show me a city with a maximum of good music, and I'll show you a city with a minimum of crime."

Mayor Dever of Chicago has stated publicly that with the police powerless to check crime, they are going to make more use of music. And Ralph Waldo Emerson once said: "The world is being held back for the lack of music."

But regardless of this preventive side of music, there is a constructive side which is far more important. Theodore Roosevelt at one time made this admonishment: "Let the love of literature, sculpture, architecture, and above all, of Music, enter into your lives." This advice has been given to us in other phrases of similar meaning by Woodrow Wilson, Calvin Coolidge and many other statesmen and men of letters.

It is a psychological law that expression follows impression; and exposure to music will inevitably be followed by a wider use of music as a means of self-expression. It is our opportunity, as leaders in recreation, to guide musical impression and open up the proper avenues for musical expression. In doing this we are pouring happiness on others, and it is impossible to pour that perfume of happiness on others without getting a few drops on ourselves. We are not so much interested in what people do with music, but in what music does with people. We are rendering a real service to mankind in the democratization of music.

How New Orleans Acquired Some of Its Play Space

L. Di Benedetto, Manager of the Playground Community Service Commission of New Orleans, has sent some very interesting information about the way in which New Orleans acquired some of its parks and recreation spaces.

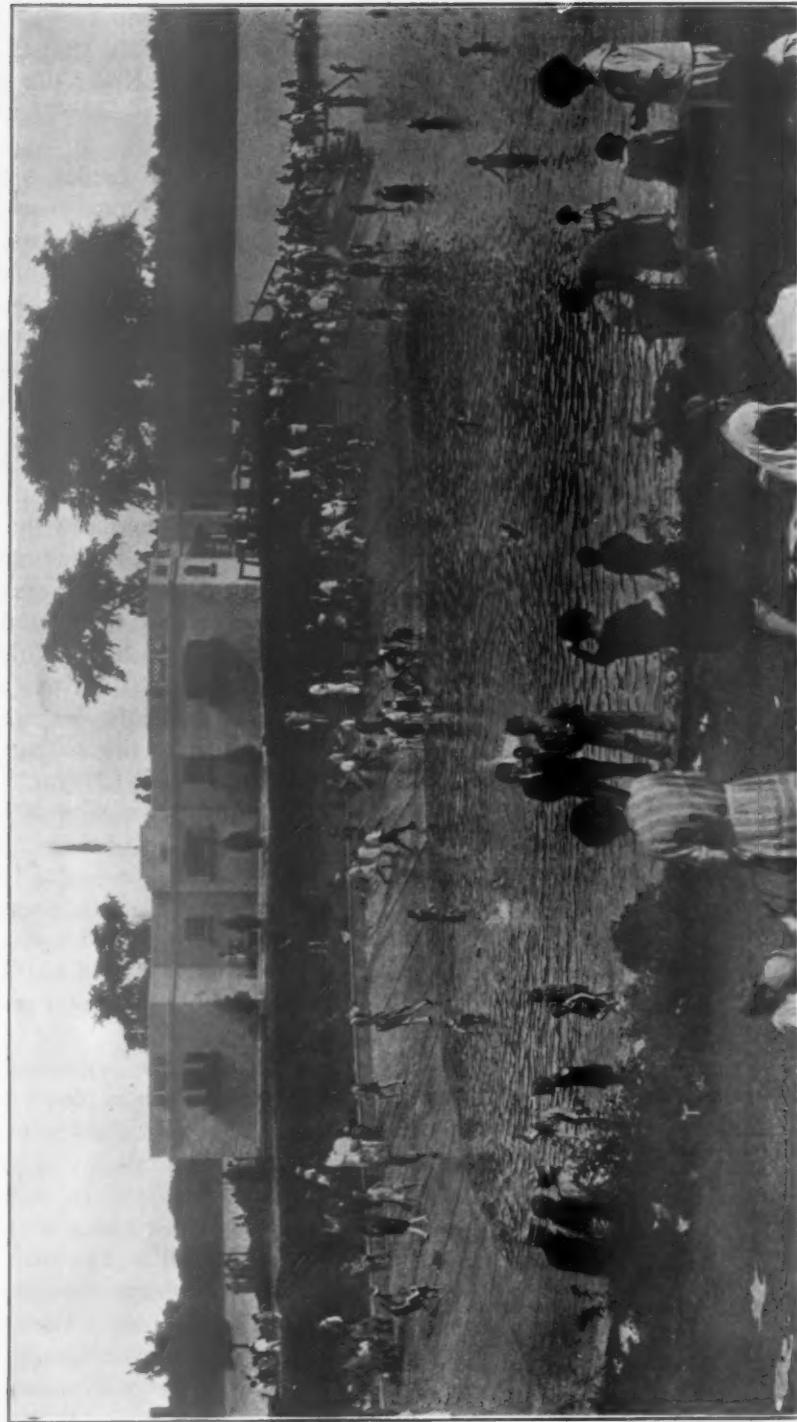
From hearing "old timers" talk, Mr. Di Benedetto says, he feels sure that nearly all of the park property in New Orleans was donated by certain individuals. Beauregard Playground during the Spanish and French domination of New Orleans was a fortification known about 1800 as Fort Saint Ferdinand. The sites of the Poydras, Saraparu, Larkin and Keller Playgrounds—the city's smallest grounds—were formerly public markets.

"Bunny Friend" was deeded to the city for park purposes in 1834 by a man named Montreuil, but it was not used for this purpose until ninety years afterward. Washington, Annunciation and Clay Playgrounds were former city squares converted into playgrounds in late years.

The Bonart Playground, the city's latest recreation center, was equipped by Sam Bonart, one of the playground commissioners by a personal gift of \$16,000, the city furnishing the ground. The playground has an interesting history. When it was found necessary to move the Washington Girls' School located in a commercial district to a more suitable place, the Commission immediately applied to the Council for the ground made vacant by the moving of the School. This request was granted. As the Commission was about to construct a playground on the property, a business firm of the city began negotiating for the purchase of the ground. The Mayor refused to sell, but offered to exchange with this firm for a square in another section of the city which seemed to the Commission more desirable for playground purposes. As a result of the exchange, the city acquired more square feet of space than the old Washington site provided and \$4,000 in addition. The playground equipped represents an investment of at least \$50,000.

Galvez and Cleveland Playgrounds are situated on narrow strips, known in New Orleans as neutral grounds but in most cities as parkways.

One of the notable examples of donated ground in New Orleans is the splendid property given by Elias Pailet for the Behrman Memorial Recreation Center. Mr. Pailet presented the city with two fine pieces of land, one measuring 250 feet by 875 feet which will be used for the recreation center, and a second piece measuring 300 feet by 600 feet, which will serve as a park. This property is probably worth no less than \$25,000. \$50,000 has been raised for the memorial and when it is completed it will be a splendid center, equipped with a gymnasium, swimming pool, tennis courts and children's playgrounds.



BATH HOUSE AT SALEM, MASSACHUSETTS

A Serviceable and Beautiful Building. (For description see page 527)

Paths to Cooperation in Recreation*

By

WALTER F. HANSEN,

Superintendent of Recreation, Tacoma, Wash.

In Tacoma we have rather a peculiar situation with respect to the relation between the various departments of the city. The school department operates as such, the city government operates along the same lines as most city governments, but the park department has nothing to do with either the schools or the city government. It is an entirely separate corporation so to speak, incorporated under the laws of the state of Washington and subject to them. There is no legal tie between any of these departments. The Recreation Department is a part of the Metropolitan Park District and is controlled by its Board of Directors.

It may be said that cooperation is the keynote to success in every undertaking that requires the united effort of several people. We have cooperation between the workers in our department, we have inter-departmental cooperation in our city government, we have inter-departmental cooperation in our schools and colleges. But the paths to cooperation are not all strewn with roses. Many a thorn and bramble must be removed before the desired state is reached.

It was out of a few seeds planted by Mr. Braden in 1925, that the present department grew. The people who got behind the movement were responsible for Mr. Braden's visit to Tacoma. They had a common object in working for supervised play and adequate recreation facilities for the children.

Rather fortunately no direct attempt had ever been made by the previous administration of the Recreation Department to secure the use of school buildings for recreation purposes. As far as the Park Department was concerned, it had nothing to offer in the way of playgrounds or buildings toward a recreation program. The old "keep off the grass" rules were still rigidly enforced in the various parks. The only thing to do was to secure the use of certain school grounds and buildings,

to carry on any kind of a program. To do this required a number of meetings with the school board as well as personal interviews with the individual members.

The first approach was made with a reasonable looking program in hand and a talk on the general aims of the department. Little by little the board was won over to the idea of giving us a chance to "try out our ideas."

Before the close of school in June we had conducted several special programs involving school children, teachers and limited school facilities. When school closed arrangements were completed for using certain school grounds with very limited use of school buildings. The hardest nut to crack was the school janitor. In every case a personal interview was held with the janitor in charge of the buildings we desired to use. In many cases several calls were necessary to explain our purpose and give assurance that the buildings would not be wrecked or the playground carried away.

In addition to securing certain grounds and buildings we succeeded in getting the use of the high school swimming pools. Of course we paid the cost of operation including water, power, heat and such, but by charging ten cents admission, we more than made expenses.

Owing to the absence of certain construction and engineering equipment in the Park Department we had to secure the cooperation of the city engineer. In this we were successful and many contacts were made with the engineering department to borrow certain pieces of machinery, or to have a surveying crew run the levels on a new playground site.

When it came to erecting a flag pole the light department was brought into the program. We got the use of their hoisting equipment for a few hours.

When the summer was over, and the rainy season set in, our attention turned to indoor activity. Again, the Park Department had nothing to offer, so the matter was taken up with the school board.

*Paper given at the District Conference, Santa Monica, California, April 12-14, 1928.

An approach was again made with a proposed plan in writing and a talk on adult recreation. We secured the use of six junior high schools and two senior high school gymnasiums. Again we had to pay the cost of operation, which in this case included janitor services, light and water. We attempted to make the evening recreation program self sustaining by charging a fee for the use of gymnasiums. This plan was only partly successful.

By using the junior and senior high school physical directors wherever and whenever possible in our activities program, we maintain a close tie with the physical education department as a whole. In most cases, we found the physical directors, especially the women, well qualified for playground and evening recreation leadership.

I might add here that the regular school janitors are appointed by the school board to unlock the doors, turn on the lights and then lock up again at the conclusion of the period, which is usually ten o'clock. This arrangement is not altogether satisfactory, for several reasons. The physical director is in charge of the gymnasium program and is responsible for the conduct of the participants. The janitor is not interested in this sort of thing, consequently he does nothing to aid the program. I consider this the weak spot of the program.

The central administrative office of the school department has been very helpful and cooperative in many ways. In a recent survey to determine the playground needs of the city, much of the information came from that office. They distribute bulletins as often as we care to put them out.

The Superintendent of Schools has more recently taken a personal interest in the work of our department and very obligingly urges his principals and teachers to cooperate with our program in every possible way.

We have also formed ties with other administrative departments of the city, including the general city council and the Mayor's office. We have taken a hand in entertainments for distinguished visitors to the city, cooperating with the Mayor's secretary. This tie has been strengthened by keeping the Mayor and the city council informed as to outstanding programs and special events. They in turn have dealt kindly and favorably with various requests made by us for the closing of certain streets and alleys in order to make possible a new and important district playfield. Thus a state of cooperation between the Recreation Department of Tacoma and the other city departments has been brought about.

Art and Dramatic Day

Memphis Park Commission each year holds an Art and Drama Day in which the following features are usually introduced: exhibits of playground photography, amateur drawings and paintings, boys' minstrel show, story acting contest by Juniors of the Dramatic Club, a puppet play by the Seniors of the Club, a Safety Oratorical contest by boys and girls, and poem pantomimes by the Rhythm Club.

The contest was opened to all boys and girls of playground age and there was a contest in impersonations of Mother Goose characters for children of kindergarten age.

Oratorical Contest

Each Junior and Senior Dramatic Club conducted an Oratorical Contest for boys and girls. The children wrote their own essays, the subject of which was Safety—How to prevent street and home accidents, memorized them and presented them at a preliminary contest held during the week of which Art and Drama Day was a part. All contestants were eliminated except one boy and one girl. These two latter represented their playground in the "traveling troupe" which visited other playgrounds.

Poem Pantomimes

In arranging these pantomimes, a well known poem is read to the children, some of whom are asked to act it out as it is read. The rhythm beat of the lines is emphasized and the children asked to keep time as carefully as they do to music. The best poem pantomime selected jointly by the children and the teacher is given on some special day. During each presentation some child or group of children read the lines from the book,

List of Poem Pantomimes

1. The Three Little Kittens, Action Poem and Play for Children, by Nora A. Smith.
2. Little Miss Muffet, Action Poem and Play for Children, by Nora A. Smith
3. The King of Yellow Butterflies, by Vachel Lindsay
4. The Morning Glories, by Madison Cauvein
5. Overheard in a Saltmarsh, by Harold Monroe
6. Autumn, by Sara Beaumont Kennedy
7. When Young Melissa Sweeps, by Nancy Byrd Turner
8. The Dance, by Lehman
9. Pierrette.

“To What Amount and in What Proportion Should Public Funds Be Made Available and Used in Providing Facilities and the Promotion of Recreation Programs?”*

C. F. WEIGAND,

Assistant Superintendent of Parks in Direction of Recreation, Portland, Oregon.

Having heard many and various arguments and statements relative to proper amounts and proportions which should be devoted to recreation, most of them good, and without apparent material results, and judging by the reaction of the listeners to these statements, I am wondering if some other method of convincing the taxpayer and money control power may not be worth a thought.

Reference to a compilation of statistics on recreation showed that New York City devoted 2.3% of the tax dollar thereto and the same table showed 7.8% for San Diego, 3.9% for our city.

We do not have enough, therefore, we assume that New York does not assign or appropriate enough for that purpose. We are certain that the citizenship of our community is just as deserving as that of San Diego and should have as great, if not greater, allotment. But I doubt if you have secured material results from such an argument. Then, it is also possible that if an appropriation of 7.8%, or any increased amount were placed in the hands of any organization now operating on a less amount, that the increase might easily be wasted, at least a large part of it, because it may not be competent to interest the people of its community to a point where increased expenditure would be warranted by results.

We often hear that taxes are high, that we cannot stand an increase. With this statement I am not impressed, provided the people know what they want and are assured of getting it, if they provide the funds. I am sure there is more money to be had in any community in this country, than

we dream of asking for, if the people are convinced that they want a thing and that they will receive it if the funds are forthcoming.

This is evidenced by the cheerfulness with which the people vote money for education. I think of but one instance where funds for the promotion of education was refused in our district, that being a request for a three million bond issue, which was not accompanied by adequate, if any, explanation of its necessity. The issue lost by a small majority. The year following seven million was asked for and the request, accompanied by a statement of needs, was granted without any considerable opposition. Such complacent consideration of money requests are made possible by demonstration of efficiency in results, together with economical expenditure.

I believe recreation is, or will become the most important thing in our lives, aside from arranging for a living and the hereafter. I also believe that the people are recreation-minded, and that a large percentage do not know it, or if they do know it, do not know or think we can provide it to an extent satisfactory to them. Their efforts to entertain themselves and the lack of beneficial or pleasurable results are a matter of regret.

The majority now think of recreation as being the stereotyped gym work, set class exercises, good, but not entertaining, or they think of it as games which require vigorous effort and engaged in by those who excel or hope to.

Because of these facts and others, I am convinced that the amount of money which should be appropriated for recreation in any community depends upon the efficiency of the recreation man-

*Address given at Western Recreation Conference, Santa Monica, California, April 12-14, 1928.

agement in that place, which in turn will be evidenced by the knowledge of recreation by its citizens and their participation in it.

Many of us are floating along with the old style apparatus and gym class work in both gym and playgrounds, which can be enjoyed by but a comparative few. The regular attendants are but a small proportion of those who should and would like to be engaged in recreation if it were pleasurable as well as beneficial.

All of us are providing recreation of varied and good kinds for children. The opportunity is here, to provide different kinds, equally entertaining if not more so, to people of advanced years, who, once actively interested, will see that they get all the money necessary to provide what they are convinced they want and enjoy, both for themselves and children. Just now, we older people appear to be recreationally buried too early in life—why do it, especially when we can furnish the money if sufficiently interested.

I thoroughly believe that if we forget all about tax dollar percentages or price per head arguments, and devote our energies to the promotion of entertaining recreation for all of the people, we will shortly cease to worry about the cost or what percentage it may be of the tax dollar.

If we are not now provided with adequate funds, the fault is ours, not that of the people. The majority of them now provide themselves with such recreation as they know of, and like, at a far greater cost than would be necessary for a well-organized recreation program, that which would give them more pleasure and decidedly greater benefit.

Following the active interest of a large number of people of mature years in recreation it would not be surprising to find the public demanding that it be provided for and handled as a distinctly separate municipal activity, as is education, and that the amount of money available would far exceed our present dreams—in short, that the opportunities for recreation, both as to numbers engaged therein and money, is limited only by the *experienced* knowledge of people who vote.

The Fate of the Child Worker.—A number of speakers at the Child Labor Conference stressed the importance of recreation.

In her paper on *Industry and the Youthful Worker*, Dr. Alice Hamilton said, "Modern, machine-made industry has come to stay, we all know

that. More, we know that it is growing and destined to grow until it swallows almost the whole of life. We cannot go back to an earlier, pleasanter and perhaps saner kind of life. That is over, and no William Morris or John Ruskin can call it back. But surely it is our bounden duty to ask ourselves what this new kind of life is doing to our children. Work is being robbed of its skill, its capacity to feed pride and ambition; it is daily offering less to mind and body, daily growing more barren and empty. What is to provide for the workers a share in the fullness of life which we more fortunate ones are determined to give our own children? Take a child brought up in a poor and narrow and ugly environment, and put him, before he has learned anything of what life has to offer, into a deadening round of machine work, the product of which has no interest for him, and what does the future hold for him in growth of mind and body? He is robbed of his heritage, he 'the heir of all the ages in the foremost files of time.' Instead of being the richer because of all the gains of modern invention, he is both mentally and physically the poorer. It seems shocking but I believe it is true that our proud, efficient, productive and inventive country, actually offers less to the children of the poor than do the more primitive countries. The factory for work, the movie for pleasure, what kind of men and women does that program promise us?

"If we cannot turn back the wheels of time, if we cannot give the children of the workers what the child of the farmer and the craftsman used to get inevitably, what can we do? We can postpone as long as possible the entry of the child into industry, so that the strain of the machine work shall not begin till bodies and minds are more nearly prepared for it; we can shorten the hours of work—eight hours seem to me far too long even for sixteen year olds; and by intelligent training in school we can give the child some way of using his leisure that will let him share in the beauty and richness of modern life. If we do not do this, we shall find that gradually there will appear in our country a separation of classes, which is altogether contrary to our ideal of democracy; on the one side, the well-to-do whose life is fuller and richer than ever before; on the other, the poor, who are shut off from the great gains of modern life because they are incapable of appreciating them."

Educating the Public*

BY PHILIP LE BOUTILLIER

Superintendent of Recreation, Irvington, N. J.

Educational publicity should be as much a part of our department organization as athletics or music.

The right use of educational media necessitates a thorough knowledge of the fundamentals of our profession, and the devotion of a reasonable amount of time to study and broadening influences.

In the use of newspaper publicity we find that it is worth while to cultivate the friendship of our reporters. Learn to know them! Discover their natural interests, their weak points, their strong points! Educate them! We usually have a "Plan of Organization" for a certain activity, or some other more or less interesting matter, where the reporters are sure to see it. Their instinct for digging up news will tend to make them reach for their pencils and with far better results than if we did all the talking. We always ask advice, and we find the newspaper man's ideas are valuable.

We have a daily schedule made out for several weeks ahead, giving meeting dates, dates to start organization of activities, to start publicity, send out bulletins. This, of course, is a good publicity incubator.

Prior to a meeting or activity, we type all possible details and see that the reporter has a copy. This is especially valuable when we wish to stress a certain fact. Committee names and names of volunteer workers are always used.

Newspapers will use a great deal of material if approved publicity methods are used. We find the large daily papers eager for our publicity provided it is news, does not savor of advertising or propaganda, and comes to them in the right form.

Another important medium for educating the public is through the spoken word. This includes meetings, conferences, radio talks, and visits.

By reference to news items we secure the names of people who are to speak at various meetings on subjects that are directly or indirectly related to public recreation. Our reference files and library furnish material that is very welcome to these speakers.

Calls by playground leaders on mothers in their

neighborhood are, we believe, a valuable activity. We arm them with a concrete message and an invitation to attend the playground mothers' hour.

The thorough preparation of material for meetings is important. Speakers are "seeded" at large meetings so that all parts of the room have—as it were—a spokesman.

From our personal experience we would recommend—under certain conditions—a Community Recreation Council. Our Council meets once each month. Membership is an honor. There are forty carefully selected members representing organizations that number over 20,000 citizens. The attendance has averaged 96%.

Following a brief social period, the department programs are discussed, and each member takes back to his organization both a verbal and typed report of department activities. Constructive criticism is urged and welcomed. This Council is possibly our most important educational medium.

A third form, letters—thank you letters, and letters that arouse interest—are helpful. Volunteer workers are discharged with appreciation.

A fourth form of educational publicity—pamphlets and reports should have very definite underlying purpose. In L. H. Weir's book on "Parks" there is an article on "Publicity" that contains some unusually valuable suggestions on the construction of pamphlets.

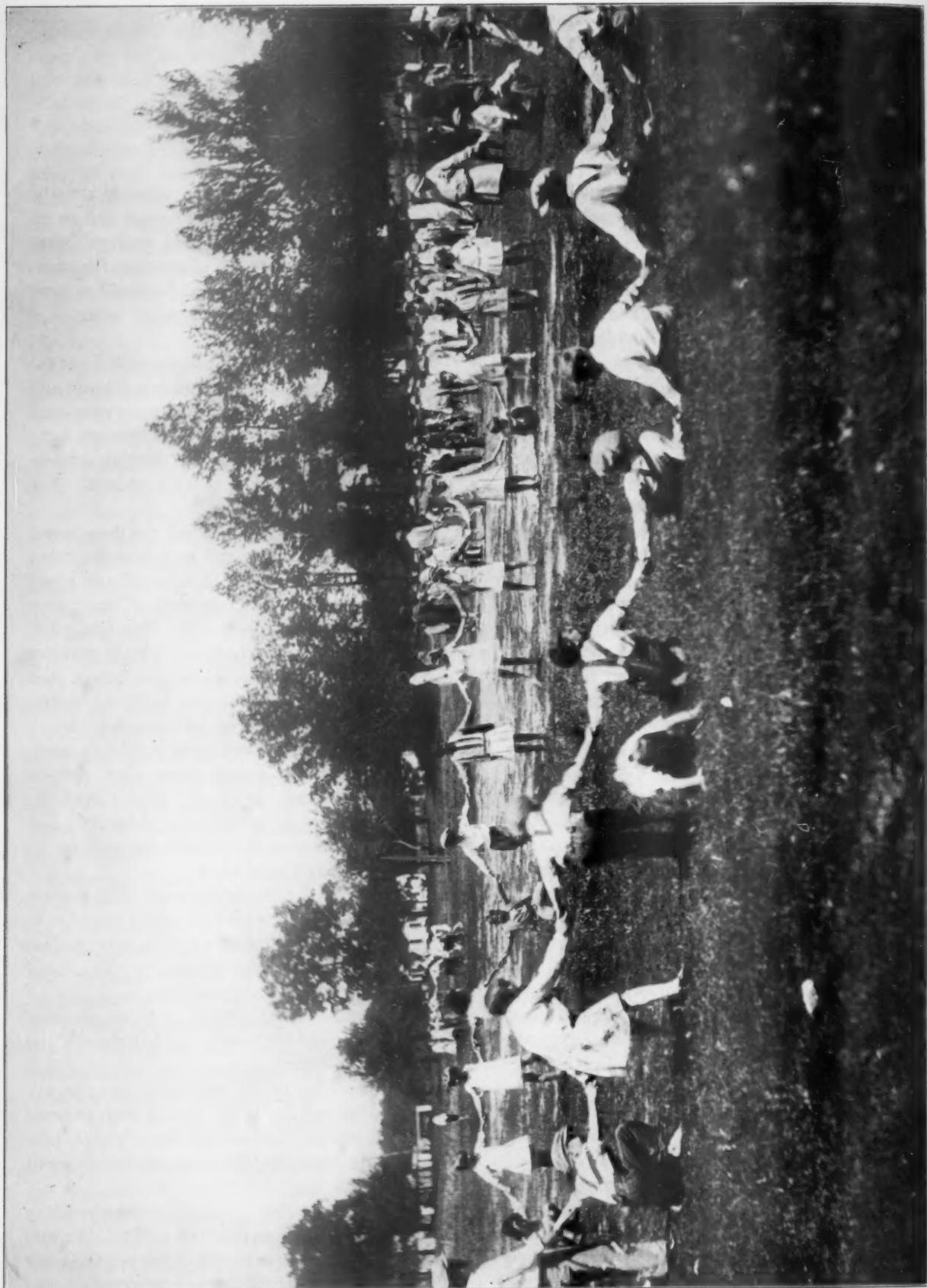
We make it a practice to send with reports mailed to organizations a letter calling attention to Messrs. So and So, members of your organization, who have helped the department. The result is at least the reading of your letter.

Probably the most helpful book on publicity that we have read is "Social Work Publicity" by Charles C. Stillman.

Other publicity media we might mention are stage and screen, including taking and showing your own movies, contests, displays, stunts, posters, parades, exhibits, and the publicity value of your office.

Educating the public is not only a responsibility but also a challenge to our best efforts. We and our profession will grow only as the people in our community are educated to real appreciation and understanding of the public recreation program.

*Given at the District Conference of the P.R.A.A. held at Camden, New Jersey, March, 1928.



PLAY DAY IN CLARKE COUNTY, GEORGIA

A Real County Play Day

By

WILLIE DEAN ANDREWS

Physical Educator, Athens Child Health Demonstration, Commonwealth Fund Child Health Program.

For many years the rural schools of Clarke County, Georgia, have held an annual field day in the spring. Not many children took part; the smaller schools felt they had no chance against the larger ones, and since the largest school always won the meet everybody else left the field disgruntled. Only the antagonisms outlived the day. After a morning of rivalry on the field, the schools met again in the afternoon for competitive spelling and recitation matches.

When the county school superintendent asked me to serve on the field day committee for 1928 I knew what to expect, for I had served as an official at one of the meets. But when we suggested that the field day be turned into a play day at which the emphasis would be upon playing instead of winning, and school antagonisms would be avoided, there was a good deal of skepticism as to the possibility of such a change. After much discussion the committee agreed to make the experiment. They were willing to try a program in which every child should have a share, in which there was no interschool competition and no spectators, in which even the teachers were freed from responsibility and could play games, too, and which would—by its very nature—educate both teachers and children in group activity. Once approved, the plan quickly became a popular one. The superintendent of schools changed the program for the afternoon, substituting plays and singing for the competitive events, so that the day might be wholly one of good feeling. The plan was heartily accepted by the county teachers in general meeting.

The idea in brief was to organize the children by age groups, mix up the age groups from the different schools, and set them to playing with each other without confusion. The problem was to improvise an organization for 400 or 450 children who had no background of physical education, find leaders, and then make the plan work. Careful preparation was necessary, for the success or failure of the day would determine the future of the interschool program.

The first step was to go into each county school, organize the classes into squads of eight or ten children, and teach them the games which had been selected by the teachers for the day's program—volley ball, baseball, bat ball and dodge ball. Since some of the schools were very small it seemed wise to combine grades—the first three in one group, the fourth and fifth in another, and the sixth and seventh in a third. All squads included both boys and girls except in the sixth and seventh grades.

The next consideration was the training of leaders. The students of physical education at the Georgia State College of Agriculture were interested and wanted to help, and other helpers could be secured from the Georgia State Teachers College. A leader group of about forty-five seemed right for the expected number of children. The leaders met several times, discussed the plans, and organized themselves into squads just as the children were organized. The squads of children were to be assembled into four large groups, distinguished by arm-bands of four bright colors, and each squad of leaders assumed responsibility for one color group of children. Each leader of the leader squads was provided with a card on which the plan of organization was outlined step by step, and she assigned each girl on her squad a particular duty. Much of the day's success can be credited to the smooth organization of these leader squads.

It was then necessary to know the number of children who were coming. Mimeographed forms were issued to all school principals so that they might report the number of children and the number of squads each school would contribute to each grade group. Each teacher was also given a mimeographed bulletin in which the plan of organization and directions for the play day were clearly set forth.

Another item in the preparations was to collect and mark play equipment for this large group of children. The county schools had none, but the city schools in Athens loaned balls, bats, and other

supplies which were put in good condition and marked to insure their return to their proper owners. A large piece of beaver board was provided for a score board, and posters, each bearing the name of a separate school, were made to be set up on the field as rallying points. Red, blue, green and orange cambric was torn into arm-bands, and flags of the same colors were tacked to old broom handles. The total expense for the day was not over \$7.00.

The plan worked like a charm. Everyone knew what to do and when to do it. The school groups arrived when they were due to arrive, and formed in squads around the standard marked with the name of their school. This was done without any call to squads—showing good preliminary organization by the teachers.

A few directions were given to the whole group, then the grade groups were asked to follow the leaders for reorganization into color groups. It was a fine sight to see the leaders, with banners flying and dresses to match, organizing the large groups of children. Arm-bands of the four colors were distributed to children in rotation, and when all children had them the school grade squads were organized into color squads. Then all of the children of one color gathered in a great circle around the flag bearer to get acquainted with each other. The children enjoyed this, and after a few moments the leaders were called into the center, squads formed behind the leaders, the color groups exchanged squads, and everybody was ready to play.

In a very short time the campus of the Georgia State Teachers College, loaned for the occasion, was covered with children playing games in organized groups. There were eight bat ball games among the fourth and fifth grades, three baseball and two volley ball games among the sixth and seventh grades, and ten dodge ball games in the lower grades, all going on at once. After twenty or thirty minutes an opportunity was given to change games, the older children changing from one kind of ball game to another, and the first three grades turning to Brownies and Fairies, Dog and Bone, Animals, or storytelling. Each leader knew beforehand with which group she would work and was prepared with games to

which her group might change. The same squads played against each other in the second period as in the first, unless they were so unevenly balanced that a change was necessary. The teachers, meanwhile, were playing volley ball in color squads and their scores were counted up by color along with the children's.

When the games were over the children grouped themselves in a free circle for the final event of the morning. Everyone was given an opportunity to score a point for his color group by performing a stunt—a head stand, cart wheel, hand stand or hand walk. Scores for all the morning games were reported by the leaders to the scorer who entered them on the big score board while the children watched, and then announced the final scores for each color.

After the cheering and excitement had died down the children were invited to get their lunch boxes and go down to the grove for lunch. After lunch health plays and group singing, arranged by the superintendent of schools, kept the children happy in the auditorium. The day was a success from beginning to end.

ORDER OF THE DAY

Games—10:15-12:15

Lunch—12:15-1:30

Singing and plays—1:30-4:30

TIME REQUIRED FOR ORGANIZATION AND PLAY

10:15—Picture taken

10:22—Explanations to children

10:25—Grade groups gather to change to color groups

10:40—Color groups gather

10:47—Color groups in circles

10:55—Leaders in center of circles—form squads behind own leader

11:00—Exchange squads for games

11:10—All playing games

11:50—Groups gather behind color flag and make a free circle

11:55—Opportunity for stunts

Announcement of final score

Announcement for lunch

A chart of the plan for organization

will be found on p. 527

Children's Drama in Park and Playground

Two new movements in children's drama were launched last summer with such success that they will probably become permanent in the recreation programs which fostered them. In New York City, children from the settlement play schools founded an out-of-door theatre in Van Cortlandt Park, where weekly plays and pageants were presented, and in Port Chester, New York, each of the five playgrounds established its own playground theatre and entered a play in a city-wide competition.

Mrs. Julius C. Bernheim, executive secretary of the United Neighborhood Houses, brought the out-of-door community theatre idea to New York from Norway where she had seen the charming folkways of the country preserved for the people by means of the nature theatres. She wanted to establish such a theatre in New York both as a means of providing outings for large groups of city-bound people and of giving the children the delightful opportunities which out-of-door drama affords.

The park and recreation commissioners gave full cooperation and a natural amphitheatre in Van Cortlandt Park was chosen as the place where the plays would be given. So that there might be no expense involved, the performances were given with the utmost simplicity, using curtains of dyed muslin and shrubbery for wings behind which were several improvised dressing tents, with the sky for a roof. The place designated as the stage was beneath a century old maple and the surrounding grove lent pastoral grace and charm to the productions. As the audience made its way in a winding file over a little hill to the amphitheatre at the appointed hour on Thursday afternoons, it seemed to open the entertainment appropriately with a bit of colorful pageantry.

In May the Art Festival Committee of the United Neighborhood Houses introduced the idea to the various settlements throughout the city by sending a questionnaire offering production dates and describing the site. As the settlements closed on the fifteenth of June, the work was carried on by the play schools, which are under the auspices of the Child Study Association. Miss Elizabeth Saul, of Union Settlement, undertook the management of the new "theatre." During July and August she gave seven performances in which

three hundred ninety-nine children participated and which were attended by 3,323 persons.

As an opening performance, the drama department of Union Settlement House presented a version of *Midsummer Night's Dream*, adapted to the children. Twenty-four boys and girls appeared in it and the Pathé News photographer was there to give the première the distinction and the thrill of being photographed for the entire country. The New York papers carried feature stories on the city's newest playhouse and were generous with publicity throughout the season.

Madison House Play School presented 1492 the following week. This was an unusual pageant showing the landing of Columbus. The children wrote and costumed it and eighty took part. An altogether unique idea was introduced in the three boats which were made entirely of boys and achieved a majestic exit as they sailed off at the close. *The Straw Man*, an excellent milk propaganda play, was produced by the Union Settlement Play School under the direction of the Dairyman's League another week, with a dance number by the Stuyvesant House School. The Riverdale Orphan Asylum accepted an invitation to give a program of Negro melodies and spirituals which, with a demonstration of play school work by Henry Street Settlement, made up another entertainment. An afternoon of music and dancing was contributed by the Emmanuel Sisterhood Play School on still another Thursday afternoon.

Art in the Making, a charming pageant for the out-of-door-theatre, was written and presented by ninety children from Stuyvesant House. It was a pleasing demonstration of the possibilities of the nature theatre for interpretative work of a highly artistic nature. *The House That Play Built*, by the Federation Settlement Play School, with *A Dream of Foreign Lands*, a group of folk songs and dances from Temple Israel Community House, closed the season. Costumes for *The House That Play Built*, were made by the children and the pageant, a review of modern play, was one of the high lights of the summer's work.

The large and appreciative audiences and the children's enjoyment of the theatre seem to warrant its continuation and the interest which the city has taken augurs well for the establishment

of the Children's Open Air Theatre in Van Cortlandt Park as a charming summer feature.

PORT CHESTER'S PLAYGROUND THEATRES

Miss Rosalind F. Rieman, as director of recreation in Port Chester, not only established theatres on each of the five playgrounds last summer but got the drama movement well under way by conducting a tournament.

Describing the development of drama on the playgrounds, Miss Rieman has given the following interesting account of the season's achievement:

"It has been part of the season's program to make Friday a special event day on the playgrounds. We had Pet and Hobby Day, Nature Day, Stunt and Dress-Up Day and other such features. Last summer we fitted Drama Day into our program, placing it far enough ahead—

the middle of the second month—to give time for thought and preparation. A bulletin was issued to playground instructors from the recreation office suggesting a general procedure. It announced that a generous supply of bibliographical material would be ready for examination in the office, stipulated that the children of each playground were to choose their own play, and offered such properties as were in our possession. Following the method described in *The Children's Playground Theatre*, issued by Community Drama Service, I asked each playground to make a survey and to choose a theatre site which would be consecrated for all time to playground dramatics.

"Three of our five playgrounds have generous expanses of grass with trees and rocks in combinations delightfully suited to the purpose. It turned out that one theatre was located on a grassy level with trees and rocks on either side,



OUTDOOR PLAY AT VAN CORTLANDT PARK, N. Y. C. SPONSORED BY UNITED NEIGHBORHOOD HOUSES

forming natural 'wings,' and a terrace behind it which made a lovely background. In another instance, just beyond the apparatus, there was a thick growth of sumach, ferns and small shrubs covering a wide stretch of smooth rock about twelve by six feet. No time was lost in clearing the under growth from three sides of the rock and claiming it for a stage. A third setting that proved happily chosen was the Fairmount Playground Theatre site where a hedge, tall-grown, beautifully green, and thickly leaved, made the boundary line between the playground and the adjoining property. A natural elevation served as the stage, with the hedge as a lovely backdrop. A tree to the left made an excellent wing.

"The second bulletin issued to the instructors gave more specifically the form which the contest would take. We decided to give three plays one afternoon and two the following. The competition judges were to be chosen outside the recreation commission and asked to rank the plays according to the following points: presentation, interest, and choice of play. The appearance of the characters, that is, the originality and appropriateness of costume, the choice of site, and general production technique were to be considered under the heading of 'presentation.' By 'interest' we referred to responsibility and pride shown by cast and playground members as a project of theirs rather than the playground director's. Literary and dramatic value as well as its worth as junior drama were the points to be considered in judging the choice of play. This last bulletin aroused much interest off as well as on the playgrounds and many reactions of parents' interest in lines and costuming came to us indirectly from time to time.

"By arrangement with the local Capitol Theatre management, the theatre agreed to act as hosts to us on Friday morning of the last week of the season when the play winning first place would be staged before the playground children and their parents. Only registered members were eligible to attend. A playground button, designating membership, admitted one. Registration on all playgrounds was closed at the end of the sixth week of the season to counteract any tendency to apply for a playground button merely to 'get into the show.' In addition to the play, the theatre offered us a six reel 'Our Gang' comedy.

"Following the second bulletin, dramatic application began in earnest and some trace of it could be seen at almost any period of the day. No matter what activity was in progress, lines were



CHILDREN'S OPEN AIR THEATRE, N. Y. C.—FEDERATION OF SETTLEMENTS "DUTCH AND FRENCH PEASANTS"

being heard, the cast was rehearsing, or a piece of property was being improvised. The plays chosen were *Bruin's Inn*, published by the National Safety Council, *The Five Ghosts*, from *ONE-ACT PLAYS FOR YOUNG FOLKS*, a Jagendorf collection, *The Enchanted Garden* and *The Gooseherd and the Goblin* from Constance D. Mackay's *HOUSE OF THE HEART* and *The Heart of Pierrot* from B. L. Schafer's *BOOK OF ONE-ACT PLAYS*.

"The result of the decisions was so close between *The Heart of Pierrot* and *The Enchanted Garden* that we decided to stage both at the Capitol. In the first play the costumes were entirely original or improvised from the contents of trunks and attics, while the red brick 'exterior' with a door that had a knob and swung in and out beautifully, without upsetting itself and the two foot width on either side, was the work of two boy members of the cast. It was made on a lath frame covered with wrapping paper and painted. In the second play, costumes were entirely of crepe paper which made very lovely flower characters. The background, other than the tall shrubbery previously described, was simply a huge poster mounted on an upright and placed in front of the shrubbery at center.

"Our audience numbered more than 600."

American Indian Echoes

By

CHARLES F. WELLS

An authentic bit of Indian life which can be staged with boys and girls, or with men and women is suggested here.

At the rise of the curtain the Indian braves are discovered seated in a semi-circle with the Chief in the center, standing. All are wrapped in blankets and are wearing their feathered head-dresses, the chief, of course, wearing the most elaborate. Behind the men the squaws are seated, also in a semi-circle.

The chief goes to the small log altar and starts the fire on it, using the old Indian method of fire-by-friction to light the blaze. When the fire is burning, the chief and the braves raise their arms to the Great Spirit and solemnly say, "How," as a sign of appreciation to the Great Spirit for giving them fire. If the ceremony is being held indoors it will be advisable to use red lights in the wood on the altar, instead of fire; otherwise, do away with this one part of the ceremony.

The Invocation

The chief then raises his arms to the Great Spirit, gives thanksgiving and asks for aid in the coming war.

"Oh, Great Spirit of the Red Man, we are plentifully thankful for the peace and plenty we have enjoyed. We beseech you to be with us in the war we are about to go upon, to drive away the enemy that threaten our homes. May They flee before us as the animals of the forest flee before the fire."

The War Dance

The tom-tom begins to beat softly with a regular throb, and the chief goes once around the stage in a slow sedate dance as a preliminary to the War-Dance. The step he uses is very simple. He steps forward with his right foot and brings the left foot up behind it; his right arm is raised in front of his chest with the fore-arm horizontal and the elbow pointing out; his head is lifted as though looking up. He pauses one beat, then steps forward with his left foot and brings the right up behind; his left arm is now raised as the right was before, but instead of looking up, he

looks down past his arm on this step. He continues once around the stage until he reaches his position in the center of the stage, where he drops his blanket. The tom-tom starts a louder but steady beat for the War-Dance.

The chief leads this dance with the braves following in single file. At first it is a slow run—the feet are kept about a foot and a half apart, and the body held stiff above the hips. For the run the body sways from side to side with each step because the feet are kept apart. The braves run once around, the tom-tom increasing the tempo gradually until it starts into a one-two beat. (This is an alternate strong and weak beat.) At this time the dancers do their own variations of the war dance, no longer keeping in single file. On the strong beat the right toe is brought down to the ground; on the soft one following the heel is brought down; on the next strong beat the left toe, and the left heel down with the weak beat. Thus the foot part of the dance becomes toe-heel, toe-heel, in time with the tom-tom. Each dancer acts with his body as he chooses—dancing erect or bent over, or swaying up and down in easy rhythm with the tom-tom. The music becomes faster and faster and the dance grows wilder and wilder, with the most blood-curdling yells uttered by the braves to add to the effect. At the peak of the dance the braves rush from the stage on their way to battle.

The stage is darkened to indicate the end of the first part, and to allow the squaws, who have remained sitting all of the time, to pick up the warriors' blankets, and to leave the stage.

In the second part everything is perfectly quiet. Slowly the chief appears crawling flat on his stomach. A few feet behind him come two of the braves also crawling, and behind them the rest, crawling along in twos. They take plenty of time, stopping now and then to listen with an ear to the ground, and to sight ahead. They crawl about three-quarters of the way across the stage and then give a sudden yell. All spring up and do battle with an imaginary enemy. There is much jumping about, slashing at the vacant air, yelling and pantomimic killing. When the enemy is killed or driven away the warriors go into the Scalp-Dance.

The Scalp Dance

For the Scalp-Dance the tom-tom beats the same one-two or strong-weak time as before. The dance, however, is different from the toe-heel dance. In this the simple form is similar to a hippity-hop done on the toes with the body bent forward. All follow the Chief around the stage in a circle, waving the scalps taken from the enemy and yelling as much as possible. The whole dance is wild and blood-thirsty. The braves bend 'way down or dance erect with the scalp in the hand above the head, always a dance of victory and worship of the scalps. As the tom-tom beat increases in tempo they may go into an advanced variation of the hippity-hop step. The right foot is placed forward about six inches, the left foot brought to its side, the right foot again put forward with a hop forward on the right foot as the fourth beat. Then repeat the same using the left foot forward. Thus the count would be one-two-three-hop or right-left-right-hop, left-right-left-hop, right-left-right-hop. This continues for some minutes until the chief leads them away when the dance has reached the climax of frenzy.

One or two of the braves might be killed by the imaginary enemy, falling in the center of the stage, and the scalp-dance can be done around them. When the warriors have left after the scalp-dance, two squaws might visit the battle field, find their dead and mourn over them, singing a lament, and then, with the aid of other squaws, load the dead upon a litter and remove them from the field.

The stage is again darkened to indicate the end of the scene and to give an opportunity for all to group themselves as they were at the start of part one.

The Pipe of Peace

The chief, standing in the center holds an Indian Pipe of Peace, after a pause he addresses his people as follows:

"My friends, we are about to open a council. It is a peace council, so light we first the Pipe of Peace."

(He does so and points the stem to the heavens.)

"To the Great Spirit, in thanksgiving for our success in recent battle. May his Wisdom and Mercy be upon us."

(The braves mutter a solemn "HOW".)

(The Chief points the stem to the earth.)

"To Mother Earth, may she send us food and plenty."

(The braves mutter "HOW".)

(Pointing the pipe to the North.)

"To the Cold wind of the North, may he not harm us with his cold."

(Braves "HOW".)

(Pointing to the South.)

"To the Warm wind of the South that he may not send the fierce heat upon us."

"HOW".

(Pointing to the East.)

"To the Sunrise wind of the East that she trouble us not with rain."

"HOW".

(Pointing to the West.)

"To the Sunset wind of the West that she come not in her strength upon us."

"HOW".

(Note: Some of the above lines are from Seton's Woodcraft Book.)

"Now, my friends, let us dance in Thanksgiving to the Great Spirit."

The Dance of Thanksgiving

All rise and get into groups of fours—two braves facing ahead, and two squaws facing them with backs in direction they are to go:

O X O X O X O X

Chief X O X O X O X

(X—men O—women.)

The tom-tom starts a one-two-three-four or strong-weak-weak-weak beat. On the strong beat all bend their knees a little so the effect of bobbing down and up is given, the right foot being slightly advanced. On the first weak beat the left foot is advanced about six inches ahead of the right foot; on the second weak beat the right foot is advanced about six inches; and on the last weak beat the left foot is again advanced. On the strong beat the right foot is advanced with the bend done at the same time. Thus the dance goes bend-left-right-left, bend-left-right-left. The squaws, of course, would be stepping backwards instead of forward so the entire group would be moving in one direction in a circle with the chief at the head. The squaws nod and smile to the braves and the whole dance is one of sedate joy. The body is perfectly erect, the steps are short and in unison, and the down and up bob every four beats is done together.

For variation in this dance the drum-beater can give a cry and the squaws and braves exchange

places, always keeping in step, so the braves will then be going backwards and the squaws moving ahead. Another variation would be the Snake dance, with all joining arms and in single file: XOXOXOXOXOXOXOXO, with the chief leading in a zig-zag line, using the same step as above, but stepping to the side in which they are moving instead of stepping forward.

For the finish they all are at the back of the stage when the tom-tom gives a rumble to indicate the end of the dance, and all give a cry "Dah-hoo" and extend their right arms up and forward towards the audience. They hold this pose until the curtain is fully drawn.

Scenery

The scenery may be any kind of landscape with a tepee made of burlap or blankets on one side, or it can be given with no scenery at all, using drapes or screens if desired. The lighting, however, is most important. Throughout red lights should be used to give the proper effect. The light may come from the borders, floods or from spotlights and should be capable of being dimmed to suit the mood of the second part, and brightened for the happy third part.

Costumes and Make-up

The costumes used in the staging can be easily made or rented. The squaws wear a fairly long, loose-fitting dress made of cotton flannel dyed a tan. With fringe of the same material around the sleeves and bottom it becomes a very presentable "buckskin" dress. Bright beads, bracelets and ornaments should be worn to add color. To give the proper effect of black hair with long braids on the sides, make a skull cap from the top of a black stocking and fasten to the sides braids of black cloth with a few bright ribbons intertwined. Moccasins or bedroom slippers will be satisfactory foot wear.

For the men there are many different costumes

that may be used. The simplest is a breech-clout made of red cloth. This can be made with about a yard of goods, the ends of which are pulled through a belt around the waist, in front and back. Add to this plenty of beads around the neck, a few armlets and a good head-dress, and the result is a very likely-looking Indian of the central United States before civilization. If desirable a pair of long trousers may be made of the flannel "buckskin," and the upper part of the trunk left naked. Or a slip-over jacket may be made thus clothing the brave entirely. The clothes should be well fringed to give the Indian effect. One important thing to remember is that all exposed flesh on the Indians must be painted red.

The best way to make up the faces and bodies of the Indians is to use a regular Indian powder—it is made in Stein's No. 15. This is more easily applied than the grease paints and comes off very easily with either soap and water or cold cream. Do not, however, use cold cream before applying the powder or it will not go on evenly. The eyebrows of all should be touched up with black grease paint and the braves should have on plenty of war-paint.

The warriors' head-dresses may be of any type from one with a few feathers to a complete one with the tail-piece behind. The number of feathers merely signify the number of scalps the warrior has obtained.



INDIAN COUNCIL AT NORTHMONT PLAYGROUND, READING, PENNSYLVANIA

In Johnstown, Pa.*

RALPH W. WRIGHT

Supervisor of Music and Director of Playgrounds

The program of musical activities on the Playgrounds of Johnstown received its impetus about three and a half years ago. We have had three successful summers of music work since that time and are scheduled to continue. The citizens of the city consider music a vital part of the recreational program. The project has passed the stage of a passing fashion, and has acquired the proportions of a necessity.

While attending the annual meeting of the National Recreational Congress in Atlantic City, in October, 1924, the Secretary of the Johnstown Municipal Recreation Commission received his inspiration for launching this program of music. Before the Christmas Season of 1924, a Municipal Harmonica Band was organized in Johnstown by about a dozen adults, and some weeks later a Boys' Unit was started. Both organizations appeared in public many times during the winter and spring months, and by the latter part of April many people in the city were interested in the movement, and several wanted to learn to play.

Early in the spring of 1925, we decided to conduct a survey to determine what instruments the pupils already played, and what instruments they would like to learn to play. We found that an overwhelming proportion desired to learn to play some instrument. The report was given newspaper publicity and also was submitted to the members of the Municipal Recreation Commission. The Commission decided immediately to include musical activities in the program for the Summer Playground Season of 1925, and the writer of this article was selected to carry out the program.

The music program in the schools had been considerably enlarged during the year 1924-25, especially through the Music Week Programs. With the impetus from the Recreation Commission, and the public sentiment aroused by the schools, the situation seemed appropriate for a constructive musical program on the City Playgrounds.

At first the work was very discouraging. Out of twenty playgrounds only eight orchestras could

be organized and about as many harmonica bands. The members of the orchestras ranged in number from three to fifteen and the harmonica bands contained about the same number. Instruction on instruments was given this first summer, including piano, which was very popular. A combined orchestra of forty was assembled for rehearsals, and an open-air concert was given towards the end of the summer, with the combined harmonica bands playing several selections on the program. For this concert the piano and music stands were placed on a centrally located playground, encircled by a long rope, outside of which stood the spectators and inside of which was the orchestra.

One of the merchants of the city offered a twenty-two inch silver cup for first prize in an orchestra contest, in which eight orchestras competed. A contest was also conducted between harmonica bands, with the usual prizes.

Another activity established as part of the regular program was what we called "Parents' Nights." They consisted of a program given by the children on their individual playground for the benefit of the parents of the community. A great many parents attended these programs, especially in the foreign districts. It was not uncommon to have from 400 to 1,000 people witnessing such an event. The programs varied in content and consisted of a few innings of playground baseball, solos (instrumental or vocal), selections by the orchestra, folk dances, solo dances, a play, and a "community sing." These special performances generally started about 6:30 in the evening and continued for an hour.

At the end of the season the girls who performed in folk dances as part of the Parents' Night Programs were assembled on a playspot located in the central part of the city, for a folk dance demonstration. Three thousand parents, who came to witness this performance, enjoyed the program, but were compelled to stand during the entire exhibition. (Incidentally, this performance helped to convince the people of Johnstown that they needed a new \$250,000 Stadium, which they voted to erect.)

*Courtesy of the *Music Supervisors Journal*.

Part of the High School Band was rehearsing regularly during that summer, and some concerts were played in different sections of the city.

The second summer of musical activities brought little extension, but emphasized the routine established the year before. Orchestras, harmonica bands, class lessons in piano and any orchestral instrument, Parents' Nights, orchestra and harmonica band contests were continued. A colorful "Pageant of the Nations" was given in the new Stadium during the last week of the Playground Season before 10,000 spectators.

The third season, which was last summer, saw a decided improvement in the quality of the course of procedure, with some extension in its scope. The standards of orchestral work, class instruction, programs for Parents' Nights were on a much higher plane.

The combined orchestras rehearsed once a week all during the summer, and gave a concert before one thousand well-behaved children and adults in the Stadium. They also played the music for the dances in the Pageant the last week of the season (those who know orchestral work can sense what a difficult task this was.) There were fifty in this combined orchestra, instead of forty as in 1925, and every child in the orchestra was under 16 years of age.

The rivalry in the orchestra contest was very keen. Competent judges were secured and additional secondary prizes were offered. Harmonica playing was not so popular this last season, although a contest was held and band and individual prizes were awarded. The children themselves seemed to sense the limitations of the harmonica, even though it satisfied an immediate desire to play some instrument. Many children, after learning to play harmonicas, became interested in an orchestral instrument.

More children were enrolled in the piano and violin classes than during the previous season, with the result that a full time instructor was employed for the piano classes. The director of the orchestras was instructor of the violin classes, which increased in popularity.

Parents' Nights and the Pageant abounded with a musical atmosphere. The "community sings" were greatly appreciated in the former, and the music for the dances, played by the combined orchestras, was prominent in the latter.

Former activities were extended in the form of sectional recitals. Individuals appeared in piano, violin, cornet solos, supplemented by a few selections by the combined orchestras of that section

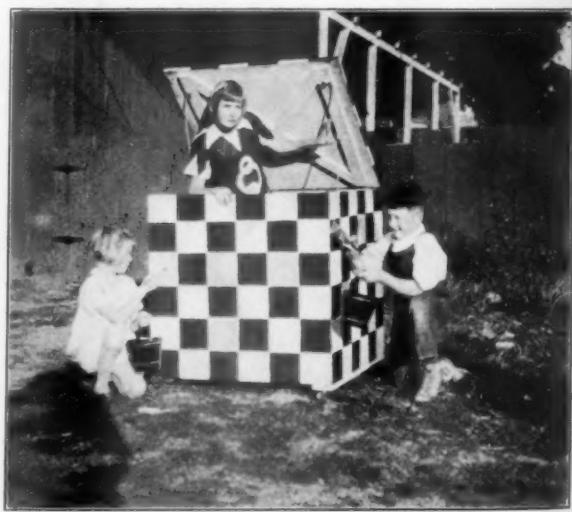
of the city. Many fathers, mothers, and friends spent a very enjoyable time together hearing the children perform.

A real test of the worthwhileness of such a program is shown by the increase in the total attendance for the summer season of 1927. The total figures show that over 67,000 more children attended during the summer than had been recorded before in the history of the City Playgrounds. This increased attendance was the result of systematized organization, and music played no small part in its realization.

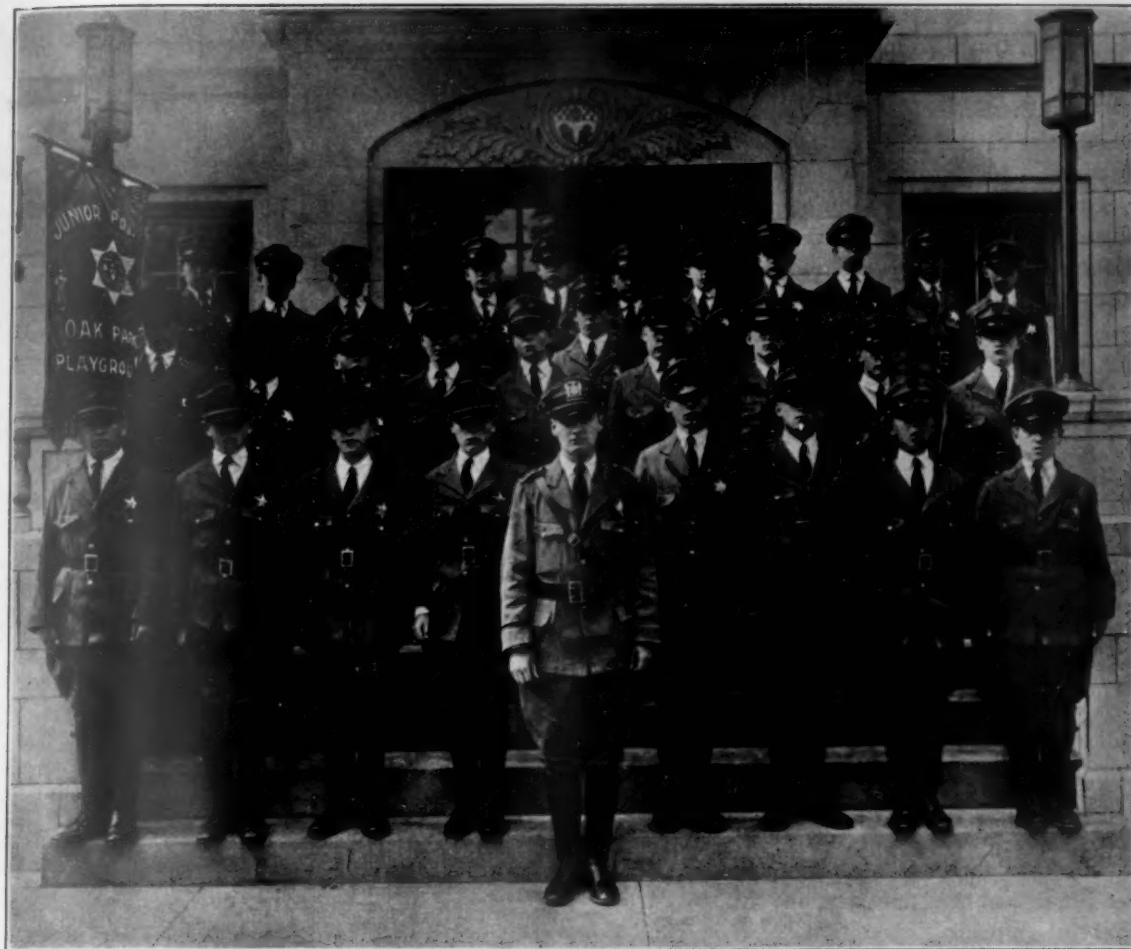
Shall music be a part of the recreational program? The people of Johnstown are convinced that it should occupy a conspicuous part.

Children are the most natural when they are playing, and in this spirit of naturalness wonderful lessons can be taught when they are absolutely unconscious of the molding environment. They play baseball or play in an orchestra; they are members of the dodgeball team or the harmonica band; they weave a rug or play the violin; they support the team in a league game or take part in a "community sing." All is recreation, and music should occupy a prominent portion of the recreational program.

It was the high school band of Johnstown, which on May 12th won the Pennsylvania State Championship at Harrisburg, consequently the privilege of representing the state at the national contest at Joliet, Illinois. The young musicians were awarded the silver and bronze trophy to be competed for annually and kept permanently if won three times.



JACK-IN-THE-BOX
Gay colors add fun and beauty to Oakland's Christmas pageant



JUNIOR POLICE, OAK PARK, ILLINOIS

Junior Police in Oak Park

By

JOSEPHINE BLACKSTOCK

Director of Recreation

When is a playground policeman a cop?

When he can wear a regulation army uniform! At least, that is what the thirty-two members of the junior police force of the Oak Park, Illinois, playgrounds feel about the matter.

The boys have won the distinction of being one of the first, if not the first, playground police force in the country to adopt a distinctive uniform. The suits are made of whipcord of a serviceable dark gray. They are in military style

with army breeches and coat, leather puttees and belt. A smart touch is lent the outfits in the gold lettering "J. P. O. P." on the caps, which are made like motorcycle policemen's headgear. Gold buttons with a special insignia comprise another distinguishing feature. With the suits, the boys wear a plain white shirt and black tie. The cost of the uniform was about \$11.00 apiece, with the puttees and the belts amounting to an extra \$2.50. The cost of the suits was defrayed by a number of entertainments given by the playgrounds.

The boys are required to appear in their uniform whenever they are on patrol duty. They receive demerits when their outfit is not in one hundred per cent condition; such details as shined shoes, straight puttees, and regulation black tie are taken into consideration. The boys are graded also on their drill work, which is under the combined direction of Chief Gordon Smith, head of the junior police, and Chief L. K. Magrath of the Oak Park police force. The latter has kindly vol-

unteered his assistance in training the boys. The other grades come from the play directors, who mark the boys in their weekly report for their loyalty, obedience, helpfulness and citizenship.

The duties of the police consist of reporting all infractions of playground rules, such as improper use of apparatus; of aiding in starting games; of running errands for the director, and of acting as ushers at various playground events. There are seven patrolmen and one lieutenant on each playground, and each boy has his special patrol hours in which he is required to wear full police uniform.

The new outfits have added impetus to the boys' interest in the police work and the waiting list of "would-be cops" is now a long one.

The boys are chosen only after they have proved their interest in the playgrounds and their qualities of leadership.

The Playground Board decided on the uniform with two aims in view: to provide an outfit that would be easily distinguishable both for the play leader and the children on the playgrounds, and to add incentive and interest in the police work for the policemen themselves.

The boys have demonstrated their ability in drill work on a number of occasions this season. They marched in the Decoration Day parade, in River Forest's annual play day, and at Oak Park's annual July Fourth Celebration.

The new uniforms have attracted wide and favorable comment. The Chicago newspapers have published stories and pictures of the boys; the New York Times has given them publicity, and Underwood & Underwood have used pictures.

And now as to some of the benefits of being a cop on the Oak Park force. The whole force is treated to an annual outing every year, this being usually the Rodeo or a Big League baseball game. The individual member of the force who has done outstanding service during the year is awarded a gold pin and the special playground force that has done the best work receives ribbons. But best of all, according to the policemen themselves, is their right to ride free on all the Oak Park street cars and buses. This last distinction seems to be worth all the arduous duties of patrolling a playground during the entire year.

Report comes from Sweden that training mentally deficient children in sports and athletics has been found to tend to brighten their minds and give them a more wholesome outlook on life.

A Leisure Time Program for Workers*

By

MINNETTE B. BRODKE

Los Angeles Playground and Recreation Department

A little less than two years ago the Los Angeles Playground and Recreation Department realized the advisability and need of extending its service to meet the worker's needs and inaugurated an industrial recreation division. The program of this division includes noontime play with volley ball, baseball, tennis, quoits and other games for out-of-doors; and group games, dancing, orchestra, choral practice and other activities for indoors on inclement days. The late afternoon program embraces swimming, tennis, volley ball, basketball, baseball and other games. In addition to this a well balanced program, which includes athletic activities, dramatic activities, musical activities and rhythmical activities is conducted.

Picnics, hikes and trips to the Playground Department's municipal camps and municipal beaches comprise the week-end and holiday program, while through the month parties, "phun nites" and other social-mixers are carried on, with plays, pageants, minstrel and vaudeville shows as part of the dramatic activities. The special events include play days, field days, swimming meets and interdepartmental tournaments for seasonal sports.

Definite, practical programs are arranged for, and advisory service is available to all industrial and mercantile establishments. Playground centers and other facilities are provided and expert leaders direct activities of organized groups.

Programs of vigorous outdoor activities are planned for those whose work is sedentary, and games which are less strenuous are planned for those tasks involve great exertion. Mental stimulants, as well as physical, are developed in the play schedule. Monotony of work is abolished for those who look forward to wholesome fun during their "free" time.

The large and varied repertoire of recreational activities is meeting the needs and likes of all

*From *The Lens*, the publication of the Los Angeles Chapter, American Association of Social Workers.

groups. The value of play for employed men and women, especially in an active rather than a passive way, has been tested and proved in modern years in every part of the country and under every imaginable condition. Play pays big dividends to both employee and employer. To the former it gives better health and greater happiness through the wholesome use of leisure time, and for the latter it means a better spirit of cooperation, understanding and confidence among all persons connected with the organization.

Industrial recreation is no longer an experiment. It is a democratic innovation that has been thoroughly tested and has met with the highest approbation of the participants and the executive business heads.

A New Bath House in Salem, Massachusetts

The Park Department of Salem is administering a new bath house so arranged as to represent a considerable saving in bathing costs. One attendant at the office has an unobstructed view of all features requiring supervision, such as entrance to building and to toilet facilities for use of the general public except bathers, passage to pool and the entire area of the pool.

All entrance to the building is directly opposite the office where an iron grille gate is located, and bathers walk along the uncovered passage to the office where keys for lockers are received upon payment of fee of 10c. This fee entitles the

bather to the exclusive use of a steel locker and use of a room to change clothes, the clothes then being locked in the locker, the dressing room available for someone else.

In the women's section, the dressing rooms and lockers are in the proportion of one to seven. In the men's side, only a few dressing rooms are provided, as our experience has been that they are seldom used by men.

Toilet facilities are readily available for use of bathers. Continuous running showers outside the doors are provided.

Rooms provided with benches and hooks are available for use of small girls and boys at no charge. As all bathers pass the office coming and going, proper contacts and supervision are maintained. As many bathers come dressed for the water, it was not necessary to build extensive accommodations for dressing.

Only bathers are allowed between the office and pool. Toilet facilities, where bathers are not allowed, are provided. The locks on the doors are so arranged that when the main gate to the building is open access to the toilets can be had from the uncovered passage only. This gives the office attendant supervision of the entrances when bathers are about. When the bath house is closed, access to the toilets is from the shelters and the doors to the passage are locked.

The refectory is so located that service can be given into the shelter, out into the park and over the counters to the passage. This gives a valuable location for this particular use, as every one using the building passes the refectory. The shel-

(Concluded on page 540)

EACH GROUP LEADER HAD ONE OF THESE PLANS ON A CARD *Steps in Organization for Play Day County Schools*

I	II	III	IV	V	VI	VII
School squads.	Grade squads.	Color squads.	Color groups.	Exchange squads for games. Go to some other color squad of same grade group for games.	Change to another game. Play with same squad unless very poorly balanced. Then change squads with some one.	Circle all. Stunts Head stand Cart wheel Hand stand Hand walk
Lined up by Poster.	Pass through group and give out one color at a time. As ten get colors, form new squads.	Still in grade groups get leaders for new color squads as squads are formed.	O Get acquainted. Color flag school groups in to center. Leaders in to center.	Dodge Bat Base Volley		

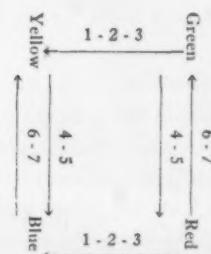
Games to be changed to:

- ↔ Brownies and Fairies
- ↔ Dog and Bone
- ↔ Animals
- ↔ A Story

Other grade groups exchange—Bat, Base or Volley



Leaders O
squads get be-
hind leaders



Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM GOULD VINAL

The Identification of Trees in Winter by Feeling and Smelling

(Any part of this may be used as a game in feeling and in some cases for smelling or tasting.)
Choose between the 1's

1. If leaves persist through the winter.....	go to 2
1. If leaves do not persist through the winter.....	go to 13
Choose between the 2's	
2. Leaves broad	go to 3
2. Leaves needles	go to 5
2. Leaves scales	go to 11
Proceed to choose and go as the numbers indicate.	
3. Leaves with few spines; fruit berry-like	<i>Holly</i>
3. Leaves without spines; fruit dry.....	go to 4
4. Leaves oblong, 4-10 inches long, thick, acute apex	<i>Rhododendron</i>
4. Leaves oblong, 3-4 inches long, thin, acute at both ends	<i>Mt. Laurel</i>
5. Needles not in clusters	go to 6
5. Needles in clusters	<i>The Pines</i>
5 needles in a cluster; cone scales thin.....	<i>White Pine</i>
3 needles in a cluster; cone scales thick with a spine	<i>Pitch Pine</i>
2 needles in a cluster, 3-6 inches long; cone at right angles.	
Needles slender and flexible	<i>Red Pine</i>
Needles thick and stiff	<i>Austrian Pine</i>
Needles $\frac{1}{2}$ - $\frac{3}{2}$ inches long; cone pointing backward	<i>Scotch Pine</i>
6. Needles opposite or whorled and spiny-pointed; fruit berry-like	7
6. Needles scattered; fruit a cone	8
7. Leaves always whorled in threes; fruit size of pea	<i>Juniper</i>
7. Leaves 2 or 3 at a node; fruit size of small pea.....	<i>Young Red Cedar</i>
8. Leaves flattened apparently in two-ranked sprays	9
8. Leaves conspicuous from all sides of the twig.....	10
9. Leaves $\frac{1}{2}$ inch long, stalked, projecting scars; cone $\frac{3}{4}$ in.	<i>Hemlock</i>
9. Leaves $\frac{3}{4}$ in. long, not stalked, no projections; sticky buds; cone $2\frac{1}{2}$ inches.....	<i>Balsam</i>
10. Leaves flattened, blunt, scars slightly raised; cones 2-4 in. bracts	<i>Douglas Fir</i>
10. Leaves 4-angled, sharp, scars project; cones 4-7 inches	<i>Spruce</i>
11. Twigs not fan-shaped; scales pointed; fruit berry-like	<i>Red Cedar</i>
11. Young twigs fan-shaped; fruit a cone	12
12. Sprays conspicuously flat, aromatic when crushed; cone $\frac{1}{2}$ in. long	<i>Arbor Vitae</i>
12. Sprays somewhat flat, aromatic when crushed; cone spherical	<i>White Cedar</i>
13. Leaf-scars and buds or twigs opposite (or in three's)	go to 14
13. Leaf scars and buds or twigs alternate.....	go to 26
14. Leaf scars three at a node, round, and large; fruit 15 in. long	<i>Catalpa</i>
14. Leaf scars, buds, or twigs two at a node.....	15
15. Two bud scales; flower buds 5 mm. broad, turnip-shaped; bark alligator-like scales	
	<i>Flowering Dogwood</i>
15. Four or more bud scales	16
16. Twigs stout; terminal buds large, over 1.5 cm. long	17
16. Twigs not stout; terminal buds smaller than 1.5 cm. long	18
17. Buds covered with a sticky varnish	<i>Horse-chestnut</i>
17. Buds free from sticky covering	<i>Buckeye</i>
18. Leaf scars conspicuous; buds short, stout and rough; seeds shaped like canoe paddles.....	<i>Ash</i>

18. Leaf scars inconspicuous; buds smooth; winged seeds in pairs	<i>The Maples</i>
19. Many small buds at a node (called collateral buds)	20
19. Two buds at a node	22
20. Rank odor to broken twigs	21
20. No rank odor to broken twigs; leaf scars do not meet	<i>Red Maple</i>
21. Bloom on twigs; leaf scars meet; downy collateral buds	<i>Box Elder Maple</i>
21. No bloom; leaf scars do not meet; smooth buds; old bark flaky	<i>Silver Maple</i>
22. Buds stalked	23
22. Buds not stalked	24
23. Buds 6-10 mm. long; streaks in young bark	<i>Striped Maple</i>
23. Buds less 6 mm. long; downy twigs and buds; no streaks	<i>Mountain Maple</i>
24. Buds sharp pointed with many scales	<i>Sugar Maple</i>
24. Buds oval or ovate with not more than 3 pairs of scales on outside	25
25. Leaf scars meet in a tooth, old bark with narrow ridges	<i>Norway Maple</i>
25. Leaf scars do not meet; old bark flakes off in scales	<i>Sycamore Maple</i>
26. Twigs with thorns	27
26. Twigs without thorns	29
27. Thorns in pairs, with ridges running down twig from thorns	<i>Black Locust</i>
27. Thorns not in pairs	28
28. Thorns branched, not near side buds; fruit a pod	<i>Honey Locust</i>
28. Thorns not branched, near side buds; fruit a small apple	<i>Hawthorn</i>
29. End buds large, bud scale a cap, line encircles twig at leaf scar, broken twigs aromatic, fruit a cone	30
29. Twig does not have all characteristics named above	33
30. Buds smooth	31
30. Buds densely downy	32
31. Leaf scar crescent-shaped; large flat seed; end bud 5 cm. long	<i>Umbrella</i>
31. Leaf scar circular; winged seed; end bud flat, 5-20 mm. long	<i>Tulip</i>
32. Buds 25-30 mm. long; twigs stout; fruit spherical	<i>Large-leaved Magnolia</i>
32. Buds 10-20 mm. long; twigs slender; fruit elongated	<i>Cucumber Tree</i>
33. Buds not clustered at end of twigs	34
33. Buds clustered at end of twigs; dead leaves often persist; twigs tend to be 5-angled; acorn with a scaly cup	<i>The Oaks</i>
Kernel bitter; cup saucer-shaped; bark with flat ridges	<i>Red Oak</i>
Kernel bitter; cup top-shaped; ridges with cross fissures	<i>Black Oak</i>
Kernel sweet; cup a deep saucer; thin scaled, flaky bark	<i>White Oak</i>
Kernel sweet; cup hemi-spherical; rounded ridges	<i>Chestnut Oak</i>
34. Winter catkins absent	35
34. Winter catkins usually present, long horizontal lenticel	<i>The Birches</i>
Outer bark rolls back; easily separated into papery layers	<i>White Birch</i>
Outer rolls of bark with a ragged fringe; no flavor	<i>Red Birch</i>
Outer rolls of bark with ragged fringe; slightly aromatic	<i>Yellow Birch</i>
Bark does not roll; twigs have wintergreen flavor	<i>Black Birch</i>
Bark does not roll; rough twigs; resinous buds	<i>Gray Birch</i>
35. Leaf scars not prominent or three lobed	40
35. Leaf scars prominent and three lobed	36
36. Twigs stout, tough, flexible; lenticels conspicuous; fruit a nut	37
36. Twigs small, brittle; lenticels usually inconspicuous; hairy seeds	40
37. End bud less 10 mm. long	38
37. End bud 10-20 mm. long	39
38. End bud elongated; nut spherical with irregular grooves	<i>Black Walnut</i>
38. End bud ovate; nut nearly spherical, smooth, without ridges	<i>Pignut</i>
39. End bud oblong; nut elongated, sticky husk, deep, irregular grooves	<i>Butternut</i>
39. End bud ovate; nut nearly spherical, 4-ridged; shaggy bark	<i>Shagbark</i>
39. End bud ovate; nut tapering at both ends	<i>Mackernut</i>

40. Buds sticky	41
40. Buds downy	42
40. Buds smooth	43
41. Buds slightly sticky, not fragrant, lying close against twig	<i>Small Toothed Poplar</i>
41. Buds very sticky, fragrant, point away from twig	<i>Balm-of-Gilead</i>
42. Buds and twigs wooly, raised lenticels	<i>Silver Poplar</i>
42. Buds downy, smooth twigs	<i>Large Toothed Poplar</i>
43. Small buds lying close to slender twigs; twigs curve inward	<i>Lombardy Poplar</i>
43. Large side buds and twigs which point away from central branch	<i>Carolina Poplar</i>
44. Side buds not nearly surrounded by leaf scars	48
44. Side buds nearly surrounded by leaf scars	45
45. Slender twigs, slightly zigzagging; buds silky; fruit a pod	<i>Yellow Wood</i>
45. Slender, zigzagging twigs, enlarged at bud; fruit 3 cm., spherical	<i>Sycamore</i>
45. Stout twigs; fruit berry-like with one bony seed	46
46. Fruit smooth, scattered, in drooping cluster	<i>Poison Sumach</i>
46. Fruit hairy, in dense, erect clusters	47
47. Twigs velvety	<i>Staghorn Sumach</i>
47. Twigs smooth	<i>Smooth Sumach</i>
48. Buds and leaf scars two ranked (two rows only on the twig)	49
48. Buds and leaf scars more than two ranked (more than two rows)	57
49. Fruit persisting into winter	50
49. Fruit not persisting into winter	56
50. Fruit dry, hard, size of a pea	51
50. Fruit larger than a pea	54
51. Fruit dry, hard, size of a pea with a stem to the pea	52
51. Fruit dry, hard, size of a pea without a direct stem	53
52. Bud ovate divergent; leaf scars raised; twigs mucilaginous	<i>Linden</i>
52. Bud sharp pointed, appressed; irregular growths due to galls	<i>Hackberry</i>
53. Nutlets in hop-like sacs, clustered sticky buds; winter catkins; flaky bark	<i>Hop Hornbeam</i>
53. Nutlet with wing-like bract; smooth bark, like twisted muscles	<i>American Hornbeam</i>
54. Fruit a flat pod, twig brittle, small silky bud	<i>Yellow Wood</i>
54. Fruit not a pod, twig flexible, stalked buds	55
55. Buds smooth, winter catkins, fruit a cone 6-12 mm.	<i>Alder</i>
55. Buds downy; fruit a 4-parted capsule; small 4-sepaled flowers	<i>Witch Ho</i>
56. Buds divergent (slender twigs, conspicuous leaf scar, corky bark)	<i>Elm</i>
56. Buds appressed (terminal bud long, 10 mm. older bark fissured)	<i>Shad Bush</i>
56. Buds oblique to leaf scar; raised	<i>Mulberry</i>
57. Fruit persisting into winter	58
57. Fruit not persisting into winter	60
58. Fruit a spherical bur with prickles	59
58. Fruit a cone, short spur branches; resinous	<i>American Larch</i>
58. Fruit a cluster of winged seeds; stout twigs; large leaf scars	<i>Ailanthus</i>
59. Many sharp spines; 3 nuts; nuts edible; short oblong buds	<i>American Chestnut</i>
59. Spines not piercing; many small seeds; corky ridges on bark	<i>Sweet Gum</i>
59. Spines not piercing, recurved; 3 sided nuts, edible; long silky buds	<i>Beech</i>
60. Crushed twigs with a strong odor	61
60. Crushed twigs without a strong odor	62
61. Bitter almond taste and smell; prominent lenticels	<i>Wild Black Cherry</i>
61. Licorice flavor; buds ovate and wooly; often spurs	<i>Apple</i>
61. Pleasant aromatic odor; mucilaginous to chew; twigs brittle	<i>Sassafras</i>
62. Twigs stout; leaf scar large and raised; buds silky, superposed	<i>Kentucky Coffee</i>
62. Twigs slender; leaf scars small; buds smooth	63
63. Branches horizontal; spurs slow growing; buds ovate	<i>Sour Gum</i>
63. Branches irregular; buds sharp pointed; no licorice taste	<i>Pear</i>

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From Sacramento's Annual Report

The Twilight Baseball League of Sacramento, California, is organized on what is known as a "Fun and Amusement" plan. In the league employers and employees play together. The teams are made up of players from department stores, banks, railroads, laundries, automobile firms, fraternities and the like. It is a common sight to see young men in overalls from the railroad shops opposing players from the banks. The Twilight League grows numerically every year, and it is helping create a spirit of good fellowship among the men of the various firms and corporations.

An Inter-Fraternity League is an interesting feature of the work of the Recreation Department. This group is composed of young fraternity men who seek to carry on a sort of extended collegiate rivalry. Their rules of eligibility, like those of the Twilight League, are fixed by delegates to the organization meetings at the beginning of the season, and all details of schedules are carried on by the Department.

There was an attendance of 28,087 between

Where Large Numbers of Children Gather

July 16th and September 26th at the swimming pool at McClatchy Park. During the morning hours the pool was opened to girls and boys sixteen years of age and under, free of charge, provided the children furnish their suits and towels. Those to whom suits and towels are issued paid a fee of 10c. During the afternoon all children were charged 10c, whether they provided suits or not, and a charge of 25c was made for people over sixteen years of age. Soon after the pool was opened the Department distributed 10,000 cards advertising free swimming lessons. Lessons were given boys and girls every morning; home women during the noon hour, and employed women from 6 to 6:45 P. M. daily, except Saturdays and Sundays.

During the past year an Archery Range with six targets was established at William Land Park.

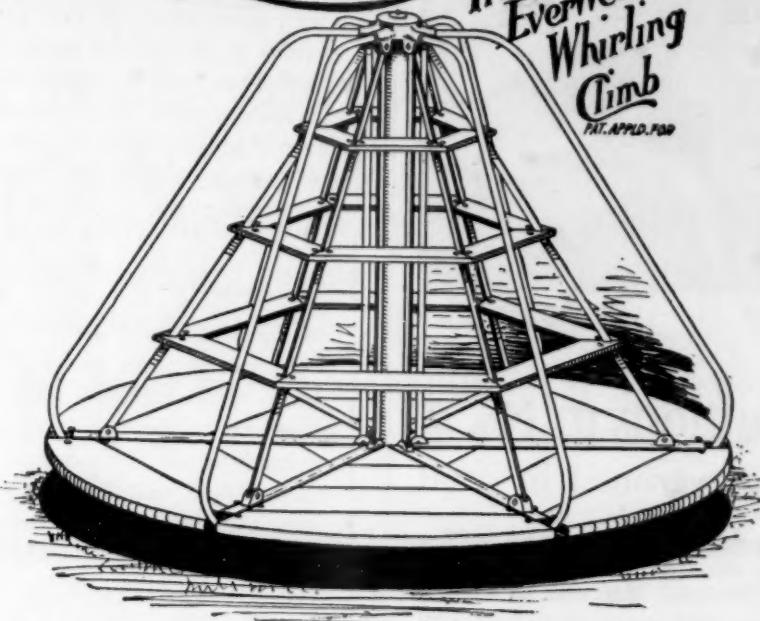
In March, 1927, a recreation center for men was opened in an old firehouse. It is equipped as a reading room and provides comfort station facilities. The building is opened every day from 8 o'clock in the morning until 10 at night. The center is too small to accommodate the large number of itinerant workmen and unemployed men who congregate there. The report blanks show attendance of between 600 and 2,000 every day.

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40 — and more — children at one time

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10 feet in diameter and $7\frac{1}{2}$ feet high. All weight is suspended from the top head, which contains a 5 ton capacity Timken radial thrust roller bearing.

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Playground Department

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The Question Box

A Letter—

Dear Sir,

Have been informed that you will make suggestions for group dramatics, so am asking you to help me. Am very inexperienced, not much equipment excepting the desire to do something, but am anxious to help a small group of adults to start some work of this sort. There are about fifteen in the group, both sexes, ranging in age from twenty-one to sixty and with very little experience. Not very promising, I'll admit, but even if we can't give a creditable performance, we will get a great deal of pleasure and profit by just trying, and that is the important thing after all.

The Answer—

My dear Miss ——

It is with great pleasure that we answer your letter regarding dramatics for an adult group. We have often wondered why more men and women do not form drama clubs as so many of them played well, back in their school days, and remember their small excursions into drama with a great deal of pleasure. It seems unfortunate that this should be lost to them in later years and we are always glad to learn of someone who is willing to undertake the organization of a group of adults.

One of the most successful drama groups in New York and one composed of men and women, all of them working people and many with grown sons and daughters, was recently able to enter a one-act play in an international tournament and was among the four winners.

There are several ways to start your group, but one very successful method was demonstrated here last winter. A young man who was trying to interest a neighborhood group got his people together for a social evening. During the evening a half hour of charades was suggested. The people were divided into groups and leaders, previously chosen, took charge. A few costumes were provided and the charades had, of course, been carefully planned in advance. Two or three well-known stunts were then introduced and at the close of the evening the director announced that a class would be started on a certain date and invited anyone who wished to participate in dramatics in any way to join. A good number appeared and, although it was late in the season,



How many more this year?

ACH year as your community grows school enrollment increases. More youngsters each year studying, romping and playing their way through childhood.

How many more in school this year? There will be that many more on the playgrounds next spring.

And when spring comes on the playgrounds there must be fun enough to go around for all the extra youngsters.

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with the help of the Medart Catalog



In the new Medart Playground Apparatus Catalog over thirty pieces of playground apparatus are illustrated, described and priced. It is not a bit too early to be planning now for next spring and you will find the Medart Catalog a big help in planning. Send for a copy of the new Medart Playground Apparatus Catalog today.

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Harmonica Activities

PRACTICAL experience has clearly demonstrated the value of Harmonica work in character development. This phase is of especial interest in the cases of children in whose homes the opportunities for cultural development are not favorable. It has been found repeatedly that even pupils who are generally unruly and totally uninterested in formal activities can be attracted, when all else fails, by work on the Harmonica.

This is particularly true with retarded pupils whose limited mentality makes it so difficult to arouse real interest and enthusiasm, or to develop those traits of character which will assist them and offset their mental handicaps.

Another desirable trait which Harmonica practice engenders is perseverance—for this instrument requires a certain degree of skill before it can be played well. Yet the fascination of the work itself brings this about without conscious or tiresome effort. Furthermore, Harmonica playing gains the whole-hearted interest and attention of the pupils to such an extent that the concentration developed by this training is carried over into other activities.

Playground Supervisors and Instructors, Teachers, and others in authority are invited to send for a brochure describing the results obtained in thousands of playgrounds, schools, camps, etc., throughout the country, and supplying practical instruction for the development of harmonica activities. The coupon below will bring this brochure without charge.

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the group presented several well-known one-act plays before the winter was over. The great advantage in the social evening is that it gives the director an opportunity to discover talent and insures him of a successful cast for the first production. Often, especially with older people, it is possible to bring out talent only with the most informal drama.

For a first performance two or three simple one-act plays or two plays and music make the most successful program. It is quite important that the plays should be tested and sure of success, as a failure will often discourage a second attempt. After the group have given several evenings of one-act plays and are accustomed to playing with each other, a three-act play might be attempted. *The Trysting Place*, by Booth Tarkington, can be very easily handled by amateurs and does not require a royalty fee. *Miss Civilization* and *Wedding Presents* would make a good complete program. If you are interested in stunt material we are sure you will be glad to know of *Acting Charades*, by Laura E. Richards, published by Walter Baker and Company, 41 Winter Street, Boston \$.75), and *Social Stunts*, a loose leaf stunt book which can be obtained from the Church Recreation Service, 510 Wellington Avenue, Chicago, for thirty cents, postpaid. Other stunts can be purchased and added to this book. You will want to be sure to get *The Ticket Agent* and *The Horse Thief*.

Our Folks

Leroy B. Sharp has been appointed Assistant Superintendent of Recreation, Oakland, California, and Assistant Director of Physical Education, Oakland Public Schools. These appointments were made by the Board of Playground Directors and the Board of Education at their regular meetings. Mr. Sharp succeeds Percy P. Locey, who recently resigned to become coach of the Olympic Club football team of San Francisco.

Mr. Sharp has been head of the Physical Education Department and athletic coach at Fremont High School, Oakland, for the last three years. He also served two years as head of the Physical Education Department and athletic coach at Yreka High School, and three years at Reedley High School. He was County Supervisor of Physical Education one year in Siskiyou County.

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After graduating from the University of California in 1917, he served two years in the Artillery and Air Service of the U. S. Army, and did artillery observing in the Balloons. He spent one year with the Army in France, and held the rank of second lieutenant. He is now a member of the American Legion.

Mr. Sharp was born at Fort Jones, California, and attended the elementary school at Fort Jones. He worked on a ranch to help put himself through high school and college. He graduated from Pacific Grove High School and received his degree from the University of California in 1917.

Widespread participation, which was the firm foundation of the drama of yesterday, is the goal of our dramatic leaders of today. The fact that those who participate are not highly trained will not lower our standards. They contribute because they are art lovers—experimenters for the love of the work. As the weavers and dyers, merchants and wheelwrights influenced much of the greatest that has been produced in the theatre and made straight the way for the great dramatists that were to come, so must we, the leaders, look to the many groups participating in dramatic activities today for the placing of our drama tomorrow on its highest plane. When drama is actually written and produced within the group, we are making a step in the right direction. What, then, is the goal in democratizing the land of make believe in recreation work? It is an equal chance for all."

HARRY E. TROXEL,
 Oakland Recreation Department.

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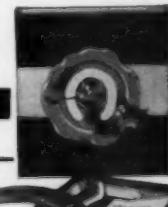
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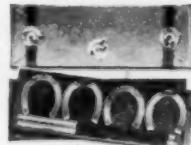
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Book Reviews

Regional Survey of New York and Its Environs
Volume V

Dealing with Public Recreation
Prepared by Lee F. Hanmer and Colleagues
Published by the Committee on Regional Plans
of New York and Its Environs

No more thorough-going survey has ever been made of the recreational problem of a metropolis than this.

Part I describes the problem of public recreation and growth in the City of Greater New York and its surrounding counties in New York and New Jersey. It considers the various types of recreational areas, the growth and value of parks and recreation grounds and the actual distribution of open space, public and private, in the whole region.

Part II is a study of the uses and the space requirements of the whole area, outlines recreation facilities within the city itself and outside, with a study of possibilities for extension and the methods by which lands may be secured. In spite of the tremendous congestion in New York, the study definitely believes there is still available enough open space for the practical satisfaction of most of the recreational needs of the city.

Part III consists of several special studies as to playground attendance, playground adequacy, sample play activities and facilities, beach areas in the city and environs.

Part IV is a valuable and unusual study of the rights of the public under state laws and customs in the shore and in land under tidal and navigable waters.

The volume is profusely illustrated with both pictures and cuts and is an unusually valuable addition to literature on public recreation.

TENTATIVE STANDARDS FOR VACATION HOMES AND CAMPS.

Prepared by the Special Committee on Standards for Grading, approved by Committee on Vacation Homes and Camps of The Children's Welfare Federation. Published by The Children's Welfare Federation, New York City

Realizing the impossibility of drawing a single standard to which all camps would conform to the letter, the Committee responsible for the report has assembled from the experience of the members the features it believed to be desirable in any camp. Health and sanitation, physical equipment, general camp policies, community responsibility, business records, leadership and personnel, program and food have all been considered.

National Conference on Outdoor Recreation
Document No. 158

The latest report of the National Conference on Outdoor Recreation just from the press may be secured from the Government Printing Office at Washington, D. C. It is a summary of the findings of the various fact-finding surveys and projects that have been undertaken by this National Conference. Within its hundred pages are summarized many of the facts which comprise the results of the studies of municipal and county parks throughout the country, the report of the Bureau of Labor Statistics on Outdoor Recreation for Industrial Employees, the facts from two valuable reports on the larger areas throughout the country, one on State Parks and the Recreational Uses of State Forests and the other on Recreation Resources of Federal Lands. There are briefer sections on training courses for recreation leaders, contributions of museums to outdoor recreation, and the coordination of national parks and national forests. It is a valuable and handy summary of the fact results of the National Conference on Outdoor Recreation.

"EXTRA CLASSROOM ACTIVITIES" by Prof. Riverda H. Jordan. Published by Thos. Y. Powell and Co.
Price \$2.50

Prof. Jordan's book deals with problems arising in the

development and administration of those extra curricular activities which in modern school life are crowding in educational importance the so-called curricular activities. Out of his own experience, Prof. Jordan has appreciated the necessity of conceiving of these so-called extra curricular activities as a fundamental part of the educational process to be developed as an essential unit from the elementary schools through the senior high school period. The book deals less in detailed outline of various particular activities than with a discussion of the basic principles and the general problems—of faculty relationship, of financial control, of frittering of interest,—arising in connection with the major activities—dramatics, assembly, publications, student government, music societies and clubs and other school organizations, athletics. It is an excellent, practical book giving fairly both or many sides of questions on which it is possible to take various viewpoints, at the same time recommending from Prof. Jordan's own experience methods which he has seen work out successfully.

ADVENTURES IN FLOWER GARDENING by Sydney B. Mitchell. Published by the American Library Association, 86 East Randolph Street, Chicago, Illinois. Price, \$35 a copy

This little pamphlet, one of the series entitled "Reading With a Purpose," issued by the American Library Association, is a delightful book. It makes even a non-gardener wish that he were a gardener. Professor Mitchell is vocationally in the field of library work but he has always been a gardener "beginning," he has said, "when a lad of six, and as is general with those young in years and experience, by trying to grow necessities rather than what now seems more important, the luxuries of life." He is a thorough-going amateur, gardening for the pure joy of it. The pamphlet itself is delightful. It recommends several books meant to be of practical help to the amateur gardener who gardens on a comparatively small scale and to whom gardening is a joyous adventure. Anyone who at all shares in the love of this hobby would find real profit in securing this little pamphlet.

A NEW SONG BOOK

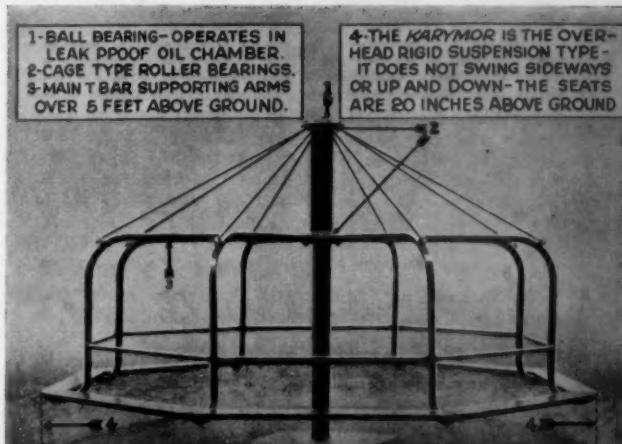
The Playground and Recreation Department of Los Angeles, has issued a Playground Song Book, containing over 150 songs of various types. One of the most interesting of the songs is the "Playground Song of Youth" written for the Los Angeles Playground by Mrs. Corinne Dodge, with music by Charles W. Cadman. Copies of the Song Book may be secured from the Department of Playground and Recreation, 305 City Hall, for 5 cents per copy.

HISTORY OF PUBLIC SCHOOL MUSIC IN THE UNITED STATES. By Edward Bailey Birge. Published by Oliver Ditson Company, Boston, Mass. Price, \$2.00

In 1838 music was established in the public schools of Boston. "Since that time," says Mr. Birge, "we have gone from the melodeon to the broadcasted concert of the radio, and from the district school with the three R's and a little singing for diversion to a highly complex school system with music functioning in a dozen activities and with high school orchestras playing symphonies and choruses singing the great oratorios." The story of this development is told in a most readable way in Professor Birge's book. The eight chapters are illustrated with music quotations and over seventy portraits.

PLAY DAYS—THEIR ORGANIZATION AND CORRELATION WITH A PROGRAM OF PHYSICAL EDUCATION AND HEALTH. By Helen Norman Smith and Helen L. Coops. Published by A. S. Barnes and Company, New York. Price, \$75

The subject of play days has recently aroused much interest, and many plans are being tried out in various parts of the country. This booklet considers the play



Pat. No. 1,667,163
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day project in three separate situations—the city high school, the rural high school and the college. All of the programs have been used in successful play days and have been found practicable. Suggestions for correlated program of health and physical education are included in the organization. These suggestions do not presume to be a detailed course of study, but they do serve to point out the possibilities of enriching the program of health and physical education by the Play Day idea.

DEVELOPMENT OF THE PLAYGROUND MOVEMENT IN A NUMBER OF FOREIGN COUNTRIES

The Bureau of Foreign and Domestic Commerce, Department of Commerce, Washington, D. C., has issued through the Specialties Division a special circular No. 539-1 which gives some interesting information regarding the playground movement in a number of foreign countries touching especially on the subject of playground equipment.

In Austria the playground equipment used by small children consists merely of one or more sand boxes. In the public and school playgrounds, the equipment is of four types, each of which is easily and cheaply manufactured locally—the climbing pole, the horizontal bar, the ring swing and the gymnasium horse. Finnish municipal public school playgrounds have little equipment beyond horizontal bars and a kind of May pole used for climbing. Equipment in Denmark is constructed by local carpenters and cabinet makers. In Switzerland there are a few public grounds set aside where children can play. In one corner of the park will usually be found a large sand box for the younger children while for the older ones will be a soccer field, possibly a few home made swings and occasionally a trapeze bar. Municipal playgrounds are very few in Belgium and where they exist the municipality furnishes only such equipment as association football goals, swings and roundabouts which can be easily manufactured by any carpenter. Equipment is not intensely used in Poland. Most of it is of local manufacture.

Camps—Log Cabins, Lodges and Clubhouses. By F. E. Brimmer. Published by D. Appleton and Company, New York City. Price, \$2.00

Mr. Brimmer has given a practical handbook to all who are interested in building permanent camps in the woods or on the shore. It covers every type of camp and log cabin from one room shacks to board camps and more pretentious log houses and clubhouses. A large number of drawings, plans and photographs are offered.

The "Kit." Party Number. Published by Lynn Rohrbaugh, 510 Wellington Avenue, Chicago, Illinois. Price, \$4.00

The Party Number of The Kit will prove particularly suggestive for the fall and winter seasons, as it contains fourteen party programs and fifty games. Outstanding articles in the booklet present with Party Planning, a College Social, a Thanksgiving Feast, a Shingle Party, an Election Party, a Harvest Home, a Flower Party and a Hunting Party.

Fairy Folk Stories and Pictures. By Miriam Mason Swain. Published by Hall & McCreary Company, Chicago, Illinois. Price, \$1.16

One of a new series on "purposeful silent reading and seat work books," this publication provides a wide range for the children to choose from—a gay panorama of the circus, Mother Goose, the adventures of Peter Rabbit and other friends of the children. There are pictures for coloring and a story for each picture.

Story Games with Pictures and Numbers. Designed by Norman H. Hall; pictures by Matilda Breuer. Published by Hall & McCreary Company, Chicago, Illinois. Price, \$4.88

The primary purpose of the book is to provide inter-

esting and useful material for silent reading. Number work, spelling and drawing are coordinated in this plan, which provides entertaining as well as instructive material for the young child.

Salem Bath House

(Continued from page 527)

ters serve the many picnic groups and offer protection to the park visitors from sudden showers.

The effort has been to provide an attractive substantial building to serve the various needs of such a park in a systematic, convenient, natural and pleasant manner.

The appropriation of \$20,000 was made for the bath house which has been expended as follows:

General contract	\$13,788.90
Plumbing contract	1,763.42
Architect	955.56
Lockers	1,244.37
Iron gate and grilles	337.20
Approach to pool (portion of expense)	232.81
Water pipe 4-inch	1,193.32
Grading and drive	418.00
Electrical equipment	64.52

Total \$19,998.10

The approach to the pool from the bath house, 22 feet wide with three ramps and two flights of five steps each, was constructed of concrete by the park department.

Playground and Recreation Association of America

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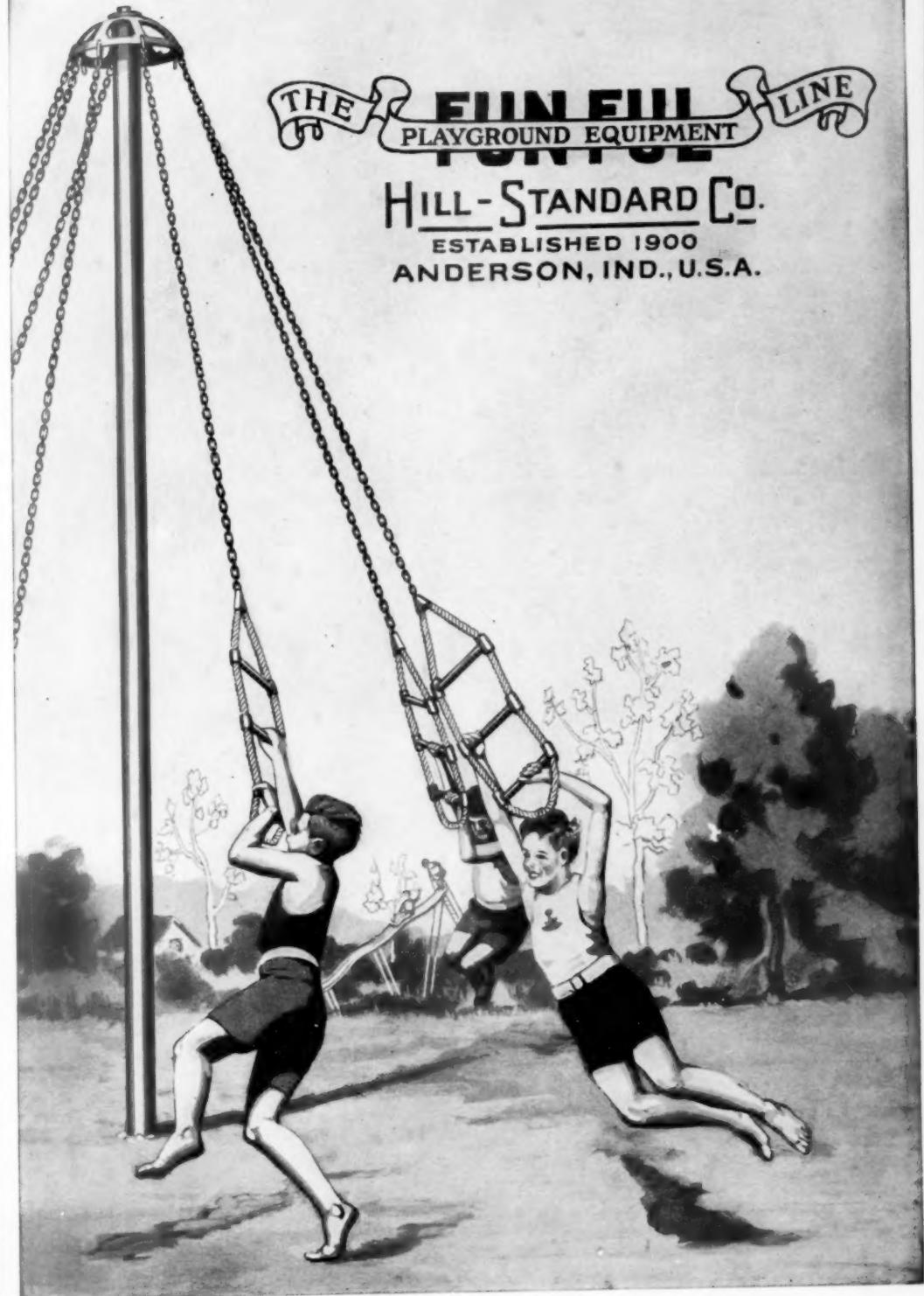
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